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ABSTRACT

This ideabook provides materials for teachers of amnesty (amnesty is the legalization of undocumented immigrants who can prove entrance to the United States prior to 1982) classes that address all their responsibilities--English-as-a-Second-Language instruction and civics content, documentation of student progress, and keeping of accurate attendance records. Section 1 looks at the legalization process. It provides information about Immigration and Naturalization Service (INS) requirements, specifically the English/civics/history test. Section 2 identifies challenges for the teacher in an amnesty classroom. Section 3 focuses on assessment procedures, including documenting student attendance and progress. A sample pre- and posttest, testing materials, and student forms are provided. Section 4 describes four specific teaching strategies: total physical response, language experience, games and manipulatives, and role playing. Suggestions are made for using activities of each type in the classroom. Section 5 on the 100 INS questions provides steps for using the questions in the classroom and presents 13 thematic units that incorporate the questions in a useful manner. Section 6 contains two sample teaching units: a unit on the flag, which demonstrates teaching strategies around fairly concrete ideas, and a unit on the amendments, which describes how to use these strategies to teach more abstract concepts. Appendixes include an application packet, information on INS offices and services, and the 100 INS questions with answers in English and Spanish. (YLB)

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IDEABOOK FOR TEACHERS OF AMNESTY STUDENTS

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IDEABOOK FOR TEACHERS OF AMNESTY STUDENTS

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Editorial note:

As this ideabook goes to press (March 1989), the Immigration and Naturalization Service has still not published the Final Regulations concerning the adjustment of amnesty applicants to permanent residence. Final regulations have been expected "any day now" since January, 1989. Information included here is based on the Interim Rule. Most immigration advocates anticipate no substantial differences between the Interim Rule and the Final Regulations. The interpretation and application of rules and regulations can be very flexible, varying over time and differing between local offices. The INS approved community immigration services listed in the appendix will have continually updated information on regulations and on the local interpretations of the regulations.

INTRODUCTION

In New Mexico, Adult Basic Education programs are working alongside Catholic Social Services and other INS approved community immigration services to provide the English-as-a-second-language (ESL) and civics instruction necessary for permanent residency. Involvement in this aspect of the legalization process brings both responsibilities and opportunities to ABE. Our primary responsibility is for instruction, but because of INS regulations that responsibility is a complex one.

First of all, INS requires that our curriculum combine ESL instruction and civics content. Teachers of amnesty classes must design their classes accordingly. A state-approved curriculum should be on file at every teaching site.

Secondly, students who enroll in ABE amnesty classes may choose to take a test to demonstrate their knowledge, but they may also ask you--the amnesty instructor--for a **Certificate of Satisfactory Pursuit (CSP)** signed by your program director, to show they have been working to acquire that knowledge. So ABE programs and teachers will be responsible to document "progress appropriate to the student's level" for each student enrolled in order to support awarding a CSP to a student.

Finally, because students requesting a CSP must complete **at least 40 hours of a 60 hour course**, ABE teachers are responsible for keeping accurate attendance records on each student.

The responsibilities ABE faces as a partner in the legalization process are many. As teachers of amnesty classes, you will play a large role in meeting these responsibilities. But there are also opportunities for Adult Basic Education that can result from our work with amnesty students. Beyond the satisfaction of knowing that we have helped students toward a more secure future, there is great potential for these students to continue their education in ABE as a way to achieve other goals. A positive experience in your amnesty class may "hook" these students on the benefits that Adult Basic Education can offer! Your knowledge about the legal process your students are involved in can affect that classroom experience.

A CLOSER LOOK AT THE
LEGALIZATION PROCESS

A CLOSER LOOK AT THE LEGALIZATION PROCESS

This section excerpted from a recent NEXUS article by Patricia Irvine,
Coordinator of the ESL for Amnesty Program, Catholic Social Services
of Albuquerque, Inc.

Raquel T. is a 62 year old widow. She has worked for 12 years in Albuquerque making tortillas at less than minimum wage. For the ten weeks of her ESL for Amnesty class at Catholic Social Services, she finished the graveyard shift and took the bus to a local parish hall to study U.S. government and history. Raquel entered class having attended one year of school in Mexico, 55 years ago.

In 1987, she qualified for temporary residence under the Amnesty program. Now, she must meet a new set of requirements to qualify for permanent residency. The English/civics requirement is the biggest obstacle for Raquel. She fears she is too old to learn. Moreover, she knows that if she doesn't fulfill the requirement, she could be deported--forced to leave her children and her U.S.-born grandchildren and great-grandchildren.

ABE instructors will encounter many students like Raquel as deadlines loom for newly documented immigrants to apply for permanent residency. As a frontline worker in the legalization process, you must help your students negotiate the most confusing part of the labyrinth of Immigration and Naturalization Service (INS) requirements: the English/civics/history test.

This section will answer some of the more common questions you or your students may have. (A more detailed look at the legalization process is given in the Tips for Teachers of Amnesty Students brochure available through your program director or from the ABE Project at UNM.)

You can ease the burden on your students by being familiar with information about the English requirement which they may not fully understand; conflicting and constantly changing information from INS and rumors have misinformed many. Remember to **be careful**

when answering questions or interpreting INS forms to your students. (A logical answer is not always a correct answer in immigration matters.) You can always double check your information or ask someone with more technical expertise by contacting one of the INS-approved community immigration services listed in the appendix.

"What is the amnesty program, anyway?"

Briefly, in 1986 Congress passed the Immigration Reform and Control Act (IRCA), offering legalization --"amnesty"-- to undocumented immigrants who could prove they had entered and remained in the United States since before 1982. Those who proved continuous residency and fulfilled other requirements received a "temporary resident" card when their application was fully verified by INS. This part of the legalization program, Phase I, ended in May 1988.

Now Raquel and about 17,000 other temporary residents in New Mexico are preparing for Phase II, permanent residency, the preliminary step to naturalized citizenship. Whether or not temporary residents plan eventually to become citizens, they must apply for permanent residency **before** the expiration date on the temporary resident card. If they do not comply with all requirements **before** that date, they lose legal status and become "deportable aliens" again.

Your students should immediately determine when they are eligible to apply for permanent residency. They may apply only after an 18 month waiting period beginning on the date they **paid** to file their first application--their payment to INS of \$185 for an individual or \$420 for a family. Your students should have saved their dated fee receipt. For many students, the fee receipt date will be the same as the issue date on their temporary resident card (also called "mica" or immigration card.) But for some students the issue date is **not** the same as the payment date. To verify the date they become eligible to apply for permanent residency (the **beginning** of their application period), add 18 months to the **date on the fee**

receipt. 18 months from a payment date of October 1, 1987, for example, is April 1, 1989.

Your students have **one year from the beginning of their application periods** to file for permanent residency. Following the above example, the expiration date should be one year after April 1, 1989 or April 1, 1990. Therefore, the applicant must file no later than March 31, 1990. **The printed expiration date may be later than this. Advise your students not to go by the printed date,** but by the one they determine themselves. Help your students figure out when they are eligible to file, because a late application is automatically denied.

A person who waits until the **expiration date** has missed his latest application date, and according to present INS interpretation will **not** be permitted to file. This means he will become a "deportable alien." (See the appendix for further information and worksheets on deadlines that you can use with your students in class.)

"What are the requirements for permanent residency?"

For "amnesty" recipients to be eligible for permanent residency, they must meet a number of requirements explained in detail in the Tips for Teachers of Amnesty Students pamphlet. Of those, the most demanding is the English/civics requirement, which has panicked many temporary residents.

While they were undocumented, most had little chance to learn English. They assiduously avoided the mainstream, where they might be discovered, and ended up working in enclaves of other Spanish speakers. Moreover, most have few years of formal schooling and, like Raquel, fear being unable to function in the classroom and dread being laughed at. Many do not read or write in their native languages, and classes, especially those at a basic literacy level, are hard to find. Now most would-be permanent residents (over 16 and under 65 years old) are required to **pass a test** or **take a course in English, U.S. history and civics,**

and they are afraid to fail because their permanent residency hangs in the balance.

"What do my students have to know to pass the exam?"

At the INS interview, permanent residency applicants must demonstrate a "minimal understanding of ordinary English," meaning that they can "satisfy basic survival needs, routine social demands...and follow simple oral and very basic written communication" (IRCA regulations, INA Section 312 or 310).

According to Betty Garcia, Director of Legalization in Albuquerque, the interview, conducted in English, lasts 10 minutes and consists of a review of the first 12 personal information questions on the permanent residency application form: name, address, place of birth and so on. (See Application Form packet in appendix.)

Then the applicant must read orally a sentence from the Federal Textbook on Citizenship series and write a dictated sentence in English. (Sometimes applicants are asked to write "any sentence you want in English.") Finally, the applicant must answer correctly in English no more than 10 questions about U.S. history and civics taken from a list of 100 standardized questions published by INS (see appendix). A passing score should be 60% (6 out of 10 correct).

The difficulty of the test can vary greatly according to the examiner although the current statement of the Albuquerque office is that the tests will be judged leniently and that an **effort** is enough to pass the literacy section. Furthermore, because INS examiners are bureaucrats and not trained to administer English tests or make applicants feel at ease, the test-taking situation can be overwhelming for your students. Those applicants who fail the test are permitted a retake 6 months later (or earlier if they wish). They may also present the CSP (INS form I-699) at that point or present it after the second attempt at the test has failed.

A less threatening alternative for some, which precludes the face-to-face interview, is a 20-question, standardized multiple-choice civics and history test. The test which was

developed by the Educational Testing Service (ETS) will be given monthly by qualified administrators. Further information can be found in the "Tips" pamphlet. Current New Mexico test administrators are Catholic Social Services of Albuquerque (505-247-9521) and the Home Education Livelihood Program (505-265-3717). Call either number for test dates and locations and for information about the ETS Test Study Guides.

According to the interim INS regulations, passing either the oral test or the standardized test will count for naturalization five years hence.

"Does everyone have to take the test?"

Applicants may instead show proof of "satisfactory pursuit" of these skills by enrolling in an INS-approved course like the one you are teaching. They may earn their Certificate of Satisfactory Pursuit (CSP) by attending 40 hours of a 60-hour English/civics/history course **at the applicant's level** and demonstrating progress in those course standards. When your students satisfactorily complete your course, they **must** be issued a CSP by the director of the approved program. Although most temporary residents will seek an approved course to make sure they meet the requirement, many of those will **also** want to try the test. On March 21, Betty Garcia, Director of the Albuquerque Legalization Office, announced that applicants with a CSP **will not** be asked if they want to take the literacy/civics test. The applicant himself must request the test with no prompting from the adjudicator. If you have students with CSP's who want to try the test, practice saying, "I want the test" in class!

Some other options available under IRCA regulations (GED and home study, for example) are described in the "Tips" pamphlet.

"Why should our students try to take the test?"

The incentive for temporary residents to take one of the tests is

that, according to the interim INS regulations, a pass enables them to waive the English and civics requirement for naturalization should they apply for naturalization five years later. At that time, in addition to gaining the right to vote and other citizenship privileges, it would be easier for them to bring spouses, parents, and unmarried children legally into the U.S.

Raquel T. completed her approved course and received her Certificate of Satisfactory Pursuit. She is happy to have completed the requirement that worried her the most. When she entered the ESL for Amnesty class, she knew isolated words and diagnosed her own weakness as not being able to string them together into sentences. When she left, she could use English to name the three branches of government, identify current state and Federal office holders, and relate a few salient events in U.S. history. She could explain in Spanish the basic functions of the U.S. government. Finally, Raquel could carry on a basic conversation in English and fill out some of the permanent residency application. She overcame her fear because she was motivated, because she was in a small class of others at the same level, and because her patient, caring teaching explained concepts in Spanish and drilled her in English.

Raquel may not attempt the INS test, but her positive experience in the ESL for Amnesty class has made a difference in her feelings about her own abilities and in her desire to seek opportunities available to English speakers: She immediately enrolled in an ABE ESL course!

THE AMNESTY CLASSROOM

THE AMNESTY CLASSROOM

An exciting challenge

Classrooms in ABE programs are crowded with new students who have special and immediate needs: students involved in the legalization process trying to meet the INS English/civics requirement. Teachers in amnesty classes are working with this new, and in some ways unique, group of students. When they were undocumented immigrants, they carefully avoided the mainstream where they might be discovered, and ended up working in enclaves of other Spanish speakers. As a result, they have had little chance to learn English. Many do not read or write in their native language either.

As adult educators, we know that many adult students are uncomfortable and anxious about returning to the learning environment. Students in amnesty classes are even more self-conscious and afraid of this new experience. Most have few years of formal schooling and are afraid they won't be able to learn or that they will be laughed at. And always near the surface is the fear that they may not meet the requirements for permanent residency and become deportable. These anxieties can easily interfere with learning.

Finally, our amnesty students, like other returning students, are adults with a variety of life responsibilities. Even more importantly, if they seek outside help from welfare or other government agencies, it may affect their status. The INS law requires that they continue to show financial responsibility for their family, so meeting their employment responsibilities is critical. Class schedules should reflect a special sensitivity to their predicament.

Situational factors add to the challenge teachers will discover in amnesty classes. Program constraints may mean that only one amnesty class is offered at a given site. Students at many

ability levels may end up in the same class. Teachers may also be working with large classes and a shortage of materials. In fact, because of the INS regulation that ESL and civics material be combined in **one** class, traditional workbooks for ESL or civics alone will not work. Teachers must often pull materials together from many sources or make their own in order to integrate ESL with civics content.

It's also possible that an ESL teacher with no civics background or a civics teacher with no ESL training will end up teaching an amnesty class. Trying to work with the bilingual component recommended by the State Department of Education, meet English language instruction needs, and include the history and civics information essential to passing the INS test gives teachers in the amnesty program plenty to handle!

Given these student characteristics and program considerations, a number of special needs or challenges can be identified for you as an amnesty teacher:

- (1) Allaying student fears about learning, meeting INS timelines, passing the test, and other concerns;
- (2) Planning for a class of students with many levels of oral English, written English, first language literacy, and educational experience;
- (3) Presenting abstract concepts (like government and law) to second language learners in an atmosphere where students not only learn information, but are encouraged to **think** about the government;
- (4) Finding appropriate teaching materials to integrate ESL and civics;
- (5) Identifying a variety of effective teaching strategies; and
- (6) Meeting INS and program requirements for record-keeping.

Some of the challenges you face cannot be addressed in the classroom; administrative decisions and situational factors may be some of the givens you must work around. But many of your

instructional challenges can be more effectively met with information about instructional techniques and sample activities specifically relevant to the amnesty classroom.

This ideabook was designed to put that information into your hands--to help you and your students face the challenge--and the opportunity that the amnesty program has provided!

Responding to the challenge

As you work with amnesty students, you will find that the skills you have used in other adult education settings will help you meet the special challenges of this group. Many of the techniques we use as adult educators are especially appropriate for this audience.

Building student confidence:

One of our most important tasks has always been to establish a safe learning environment for our students. Students involved in the legalization process also need acceptance, support, and encouragement to become more confident in their ability to learn.

Material should be presented in easily managed chunks, taught in different ways to fit a variety of learning styles, reinforced with repetition and clearly tied to the content as a whole. Classroom activities should be positive learning experiences; frequent review and feedback can help students measure their progress and feel good about their learning.

Building confidence is especially important for these students since they will eventually be faced with an interview where their ability to communicate this confidence can affect the determination of their application for permanent residency.

Teaching how to learn:

As experienced teachers of adults, we also know that students who have not been in a classroom learning environment for many years

may have trouble getting back "into the swing of things." Adult students who are worried about their study skills and their memory have a legitimate concern. For amnesty students, many of whom have little formal schooling--and had it many years ago--this concern needs to be addressed in specific ways in their ESL/civics classroom.

Teachers need to provide for frequent and regular reinforcement activities. Each class should include a review session in some form.

Mnemonic devices can be used to teach key words or concepts. Once students see how to use this learning skill, they will make up "memory joggers" for themselves. A favorite is the one a student made up to remember the names of the two senators from New Mexico. He said, "I can't remember Bingaman and Domenici, but I can remember Bingo and Domingo."

For students working with literacy skills, notecards with key words on them and the word in the context of a sentence can be a helpful learning tool. In fact, all of your students can begin to build a sight vocabulary of key words if you incorporate sight word activities into instruction.

Using small groups, peer teaching, and individual activities in the classroom:

Typically, our ABE classes have included students at various levels; often their specific needs have been accommodated by individualized learning assignments. The students in your ESL for Amnesty classes can be described both in terms of their oral English skills and their native-language literacy skills. Although additional factors like motivation and personality will also affect their language learning, an understanding of the language skills each student already has can help the teacher in making pair or group assignments and in providing individual work that is appropriate. The following grid provides a way to "visualize" their language capabilities. You may have students in every category; charting a class profile can help you in planning activities.

ORAL/AURAL ENGLISH SKILLS

		Very low	Moderate	High	Near-native
NATIVE LANGUAGE LITERACY SKILLS	Pre-literate	Very low English Almost no literacy in native language	Moderate English Almost no literacy in native language	High English Almost no literacy in native language	Near-native English Almost no literacy in native language
	Low	Very low English Poor literacy skills in native language			
	Moderate	Very low English Some functional literacy skills in native language			
	High	Very low English Good literacy skills in native language			

Since many amnesty students cannot handle print learning situations, much of the instruction will be done orally as a group. To vary the format and make it possible for more personal attention to be given to students, the teacher must consider ways that small group activities, peer-teaching, and individualized work can be used effectively in the classroom.

The positive side of a multi-level classroom is that there will probably be some students with reading/writing skills and/or better oral language skills. These students can lead their peers in small group activities or work in a buddy system with students who need help.

Even students with beginning literacy skills can do some individual work if the teachers prepares special materials. Language masters can be used to record words, phrases, questions, and answers for students to practice. Flashcards of key words with pictures (ie. star/*; president/picture of George Bush) can be used in pairs to initiate question and answer practice. Some commercially prepared materials are available that are appropriate for independent work at a beginning literacy level; individual worksheets from literacy preparation books can be useful for many students. Some students need very basic work on visual discrimination, letter-formation, and word recognition. Examples of materials designed to help students develop beginning literacy skills are presented on the following pages. Sample pages have been excerpted from:

Kathleen Kelley Beal's Entry to English, 1982

Books 1, 3 and 4

published by

Steck-Vaughn Company

Austin, Texas

and

Diane M. Longfield's Passage to ESL Literacy, 1981

published by

Delta Systems, Inc.

Arlington Heights, Illinois

DIRECTIONS: WRITE YOUR SOCIAL SECURITY NUMBER AFTER THE TEACHER WRITES IT.

① Social Security Number _____
Social Security Number □□□-□□-□□□□

1. Social Security Number _____
social security number

2. Social Security Number _____
social security number

3. Soc. Sec. No. □□□-□□-□□□□
soc. sec. no. □□□-□□-□□□□

4. Social Security Number _____
social security number

Visual Discrimination
Vertical, horizontal, diagonal lines

City _____
State _____

DIRECTIONS: CIRCLE THE LETTER THAT IS THE SAME.

① L T I E (L) H

1. Z X K Z Y A
2. I I L F H T
3. T I L H T F
4. X K Y Z A X
5. F I F E T L
6. Y K X Z Y A
7. E F E T I H
8. K X Z Y A K
9. H H E I L T
10. A Y K A Z X

He, Ti, Si, Ao, Han, No
Writing The Letters

Social Security No. _____

DIRECTIONS: WRITE.

① H H H H H H H H

1. H H H H H H H H
2. H H H H H H H H
3. H H H H H H H H
4. H H H H H H H H
5. H H H H H H H H
6. H H H H H H H H

age height weight

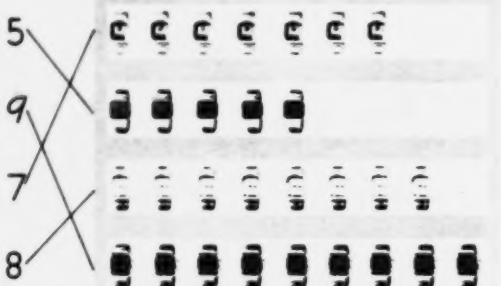
DIRECTIONS: CIRCLE THE CORRECT ANSWER.

1.  Good morning. Good afternoon. Good evening.	2.  Good morning. Good afternoon. Good evening.	3.  Good morning. Good afternoon. Good evening.
4.  I'm early. I'm on time. I'm late.	5.  I'm early. I'm on time. I'm late.	6.  I'm early. I'm on time. I'm late.
7. What is she?  She's a housewife. She's a nurse. She's a secretary.	8. What is he?  He's a waiter. He's a busboy. He's a cook.	9. What is he?  He's a saleslady. He's a salesman. He's a gardener.

1 2 3 4 5 6 7 8 9



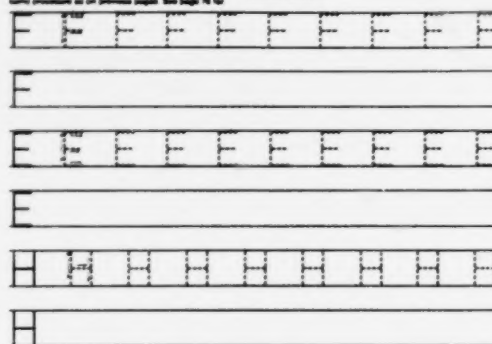
Draw line from number to box with same number of objects



Circle number that tells how many people are in each picture



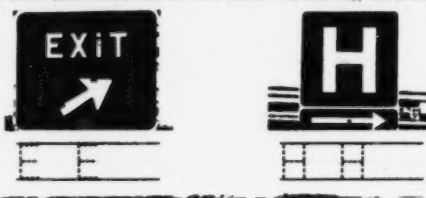
Directions: Draw uppercase letters. Practice letter. Write procedure in on previous page. See page 76 for additional activities.



Draw lines to match letters.



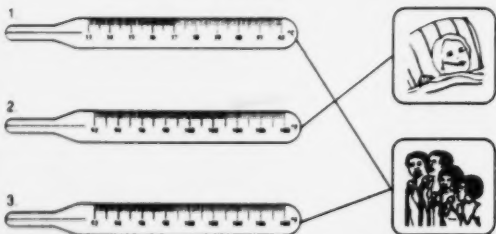
Trace letters in picture and then trace over dotted letters on lines below. Copy letter at end of line



*

Directions: 1. Review reading a thermometer. 2. Review reading prescriptions and following directions. 3. Review reading appointment cards and following directions. 4. Review health emergency information. (Continued below.)

REVIEW



Have students circle the direction under the prescription on the left that matches the action on the right.

DRUG DISCOUNT CENTER
Phone 555-1234 456 N. River Road
Chicago, IL 60601
J.L. Brown
Sue Johnson 8/17/84

INTERNAL USE ONLY
EXTERNAL USE ONLY



Have students circle on the calendar the date for the appointment and put hands on the clock to show the time for the appointment.

Dr. Lam
Name: Emerson Douglas
Date: Monday, March 14
Time: 11:20



Have students circle the correct emergency information.

In case of emergency, dial 0 D C
In case of emergency, dial 9 91 911

Procedure: In the first activity, have students draw a line to match each thermometer on the left with the action appropriate for the temperature on the right.

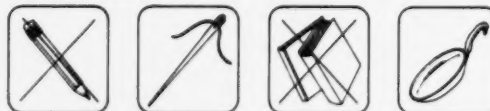
Directions: 1. Read what questions. 2. Identify picture to answer questions. Procedure: Have students read questions and then circle the correct picture to answer questions.

JOBS (What Questions)

1. What does a cashier use?



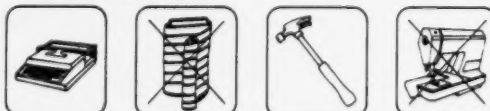
2. What does a student use?



3. What does a mechanic use?



4. What does a seamstress use?



ASSESSMENT

ASSESSMENT

The Certificate of Satisfactory Pursuit that your Program Director is authorized to sign states:

The applicant has attended this recognized program for at least forty (40) hours of a minimum sixty (60) hour course as appropriate for their [sic] ability level, and has demonstrated progress according to the performance standards of this English language/Citizenship course. The applicant has attained functional skills related to communicative ability, subject matter knowledge, and English language competency. Attainment of these skills was measured by the successful completion of learning objectives appropriate to the applicant's ability level, or attainment of a determined score on a test or tests, or both of these.

I executed this form, after review and evaluation by me or other officials of this institution, of the student's transcripts or other record of courses taken and skills attained.

To the individual teacher, this means **documenting** two kinds of information:

1. hours of attendance for each student
2. progress for each student at his/her own ability level

Documentation of attendance is already a given in state ABE programs. However, to insure a **written** record, each student should sign his/her name on a list dated for each class session.

Documentation of progress is not always so simple. The approach used by teachers in each program will vary according to their situation. Here are some possible methods of documenting progress.

Narrative notes: An individual teacher could keep **brief** narrative notes concerning an assessment of each student's level. (The aspects mentioned in the narrative might include any or all of the following: functional abilities, oral skills, listening comprehension, literacy skills, knowledge of U.S. government systems and history in English and/or in native language.) A note from the first week of class and one from the last week of class would document (not with objective statistics but **subjectively**) progress for each student.

Student papers: A useful adjunct to a narrative-type assessment would be keeping a few student papers from the first half and last half of class. Of course, a tape recording of each student's entry- and exit-level oral skills would be wonderful, but perhaps not realistic for most programs.

Pre and posttesting: Pre and posttesting becomes a necessity when documenting student progress. We must be very careful about testing based on reading and writing in English when we are trying to document progress "at the applicant's (student's) ability level."

Although many of our students come in with very low level literacy skills in English and/or Spanish, this does **not** mean that our students will not make progress. They can make tremendous progress in their oral English; they can learn many new concepts and facts about U.S. history and government; and, they can **begin** to work on their literacy skills.

But our measurements of progress should not be based solely on tools that require English reading and writing skills. A sample pre/post test that has worked well in Amnesty classes where literacy levels are very low is included in the following section.

SAMPLE PRE AND POSTTEST

Test format:

Section		Points possible
Civics Information in English:	20 Questions x 2 pts. ea.	40
Civics Information in Spanish:	20 Questions x 2 pts. ea.	20
Personal Information Interview (English):	20 Questions x 1 pt. ea.	10
Sentence written from Dictation (English):		10
Basic Personal Information "Application Form":		<u>10</u>
Total		100 pts. possible

Description of test:

The first three sections of the pre/post test are (1) Civics and History (in English), (2) Civics and History (in Spanish), and (3) Personal Information (in English). These three sections of the test are given **orally**. Students do **not** see the questions in written form.

The teacher reads each question twice. As students listen to the oral questions, they circle an answer (YES, MAYBE, NO) on their answer sheet. Explain the test directions carefully. Be sure students understand **how** to record their answers.

For the Civics and History in **English** test, students circle YES if:

- * They understand the question.
- * They know the answer for **sure**.
- * They can express the answer in English.

For the Civics and History in **Spanish**, students circle YES if:

- * They know the answer to the question for **sure**.
- * They can answer in **Spanish**.

For the Personal Information in English, students circle YES if:

- * They understand the question.
- * They can express the answer in **English**.

For the next two sections of the pre/post test, "Application" and "Written Dictation", English literacy skills are required. Keep in mind how frustrating this can be for a student who is barely literate in Spanish, especially on the pretest, when the teacher has not yet introduced any of the vocabulary or reading skills. Again, remind the students that the score on the pretest doesn't matter and that they **will** do much better when the posttest is given at the end of the course.

For the "Application" section, a teacher can simply ask the students to take 5 or 10 minutes to "fill out this sheet." Do not help the students, and do not permit them to help each other. Remind students that filling out applications is something that you, the teacher, will be helping them with all during this course.

For the "Written Dictation" section, choose any sentence that is a little **above** your students' present writing skill.

The use of pre/post testing as a way of documenting progress is only effective if you have been teaching, practicing, and reviewing the ideas, concepts, information, and skills being tested. In every session of an ESL for Amnesty class, plan to include civics and history information (in both English and Spanish), personal information in English, filling out parts of application forms, and practice on written dictation.

Teacher guidelines:

- * Remember, **any** kind of testing can be stressful for our students. Do **not** do any testing until an atmosphere of mutual support and caring has been established.
- * Be very sure that students understand **why** this testing must be done--to document their **progress** for INS. Explain that the same test will be given at the end of the class; if they don't know something now, they'll know more for the posttest.
- * For the testing situation **only**, students may not help each other although I tell my classes that in **every** other situation, I **expect** them to help each other.

TESTING MATERIALS

ANSWER SHEET

1. Pre-Test

A. Civics-English (40 pts.)

2. Post-Test

B. Civics-Spanish (20 pts.)

C. Personal Interview-English (20 pts.)

Name: _____
 LAST NAME(S) COMPLETE First Name Middle Name

Date: _____
 Day Month Date Year

- | | | | | | |
|---------|-------|----|---------|-------|----|
| 1. YES | MAYBE | NO | 11. YES | MAYBE | NO |
| 2. YES | MAYBE | NO | 12. YES | MAYBE | NO |
| 3. YES | MAYBE | NO | 13. YES | MAYBE | NO |
| 4. YES | MAYBE | NO | 14. YES | MAYBE | NO |
| 5. YES | MAYBE | NO | 15. YES | MAYBE | NO |
| 6. YES | MAYBE | NO | 16. YES | MAYBE | NO |
| 7. YES | MAYBE | NO | 17. YES | MAYBE | NO |
| 8. YES | MAYBE | NO | 18. YES | MAYBE | NO |
| 9. YES | MAYBE | NO | 19. YES | MAYBE | NO |
| 10. YES | MAYBE | NO | 20. YES | MAYBE | NO |

Civics and History (In English)
English for Amnesty Pre/Posttest

20 questions/40 points

1. Who is the president of the United States today?
2. What are the three branches of the United States government?
3. What are the two parts of the United States Congress?
4. What do the stripes on the U.S. flag represent?
5. What are the three levels of the United States government?
6. What is the name of the Governor of the State of New Mexico?
7. What are the names of New Mexico's two Senators in Congress?
8. What are the names of New Mexico's three Representatives in Congress?
9. What is the supreme law of the United States?
10. What is the duty of the **Executive** Branch of the United States government?
11. What is the duty of the **Legislative** Branch of the United States government?
12. What is the duty of the **Judicial** Branch of the United States government?
13. What is the Constitution?
14. What is the name for a change in the Constitution?
15. What is the Bill of Rights?
16. What liberties do YOU PERSONALLY have from the first ten amendments to the Constitution?
17. How many amendments have there been to the United States Constitution?
18. What is the name of the Mayor of the City of Albuquerque?
19. Tell me something about the Civil War.
20. What city is the capital of the United States?

Civics and History (In Spanish)

20 questions/20 points

Amnesty for English Pre/Posttest

1. ¿Por qué es famoso George Washington?
2. ¿Por qué es famoso Abraham Lincoln?
3. ¿Cuántas ramas hay en el gobierno de los Estados Unidos? y diga el nombre de cada una de las ramas.
4. ¿Cuántos niveles hay en el gobierno de los Estados Unidos? y diga el nombre de cada uno de los niveles.
5. ¿A qué edad puede votar un ciudadano de los Estados Unidos, por Presidente, Senador, y Representante?
6. En total, de todos los estados, ¿cuántos Senadores trabajan en Washington, DC?
7. En total, de todos los estados, ¿cuántos Representantes trabajan en Washington, DC?
8. ¿Cuál es la responsabilidad, u obligación, de cada una de las ramas del gobierno de los Estados Unidos?
9. Todas las personas que viven en los Estados Unidos tienen ciertos derechos garantizados por la Constitución y las enmiendas. ¿Cuáles son dos de estos derechos?
10. Hay 2 Senadores de cada estado, pero el número de Representantes es diferente para cada estado. ¿De qué depende el número de Representantes?
11. Por favor, diga estos 5 nombres: Los nombres de los 2 Senadores de Nuevo Mexico, y los nombres de los 3 Representantes de New Mexico. (Estas 5 personas representan al estado de Nuevo Mexico en Washington, DC.)
12. ¿Cuál es la ley más importante in Los Estados Unidos?
13. ¿Cómo se llaman: el Gobernador del estado de Nuevo Mexico, y el Mayor (alcalde) de la ciudad de Albuquerque?
14. ¿En qué año se firmó a Declaración de la Independencia? y explique algo acerca de la Guerra de la Independencia.
15. Explique algo acerca de la Guerra Civil de los Estados Unidos.
17. ¿Qué símbolos tiene la bandera de los Estados Unidos?
18. ¿Cuántas enmiendas o cambios ha habido en la Constitución de los Estados Unidos?
19. Por favor, dé ejemplos de 2 enmiendas de la Constitución.
20. ¿Cuál es el otro nombre de la rama legislativa, y cuáles son las dos partes de la rama legislativa?

Personal Information (In English)

English for Amnesty Pre/Posttest

20 points

1. What is your correct first name?
2. What is your middle name?
3. What is your complete last name (or names)?
4. Are your mailing address and your home address the same?
5. What is your mailing address?
6. What is your zip code?
7. What is your area code?
8. Where were you born?
9. When were you born?
10. What is your Alien Registration Number?
11. What is your marital status?
12. Please state your mother's first name and your father's first name.
13. Since you adjusted to temporary residence, what is the total number of days that you have been absent from the United States?
14. Did you become a temporary resident through pre-1982 residence or through agricultural work?
15. Have you registered for selective service?
16. Are you a communist, subversive, or terrorist?; are you a polygamist?; have you received public assistance since you adjusted to temporary residence?; have you been arrested since you adjusted to temporary residence?
17. Please state your home telephone and your work telephone numbers.
18. What is your Social Security number?
19. Do you understand, speak, read, and write in English?
20. Did you go to a class to study English and to study the history, Constitution, and government of the United States?

WRITING

1. Today's Date: _____
Month Day Year

2. Last Name(s): _____

3. First Name: _____

4. Birth Date: _____
Month Day Year

Dictation:

5. Signature: _____

WRITING

1. Today's Date: _____
Month Day Year

2. Last Name(s): _____

3. First Name: _____

4. Birth Date: _____
Month Day Year

Dictation:

5. Signature: _____

PLEASE PRINT

Date _____
Month Day Year

Name _____
LAST NAME(S) First Middle
(complete)

Address _____
House Number Street Quadrant Apartment

City State Zip

Home Telephone _____

Work Telephone _____

Alien Registration Number _____

Birth Date _____
Month Day Year

Birthplace _____
City State Country

Signature _____

Application -

1. Pretest
2. Posttest
3. Practice

Student Progress Report

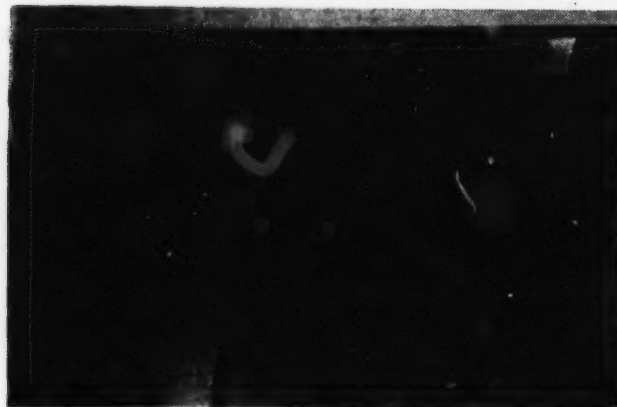
Student name _____

Teacher name _____

Pretest date _____ Posttest date _____

Section	Pretest score	Posttest score	Total points possible
Civics (English)	_____	_____	40
Civics (Spanish)	_____	_____	20
Personal interview	_____	_____	20
Dictation	_____	_____	10
Application	_____	_____	10
TOTAL	_____	_____	100

Progress: _____ (Compute the difference between the posttest score and the pretest score. Any positive number reflects progress for the student).



TEACHING STRATEGIES



TOTAL PHYSICAL RESPONSE (TPR)

TOTAL PHYSICAL RESPONSE (TPR)

Background and applications to the amnesty classroom

The focus of this instructional technique is listening and acting. Students listen to a command, imperative or question ("Stand up.", "Raise your right hand.", "Where is your temporary card?") and respond physically. This listening and doing process is called Total Physical Response (TPR), and it's a powerful way to learn the basics of communicating in a second language.

The TPR technique is based on observations of the language learning experience of children. Parents teach language to their young children this way: "Bring me your socks.", "Did you finish your milk yet?", "Give me a hug." The child hears language and responds by physically doing something. Typically, children do a lot of listening before they speak, and their listening is accompanied by physical responses.

TPR can be especially effective with our amnesty students for several reasons. Returning adult students may experience anxiety at being in a new and unfamiliar setting. With TPR, students are able to show what they know by responding physically; they can begin to try verbal responses when they feel comfortable. Since many students are self-conscious about pronunciation and grammar, this kind of activity can make the classroom less stressful. Of course, TPR activities can be just plain fun, too; and laughter helps everyone relax!

In addition, older students often worry about their memory; this TPR technique builds on research that shows remembering information is easier if it is "traced" through association with physical activity. So students remember better if some physical cue is linked to the information being presented (for instance, holding up one finger when talking about our 1st president).

For amnesty students who will be faced with an interview, "listen and respond" situations can quickly teach functional skills useful in the interview context. These activities provide for a feeling of immediate success while students work over time to improve oral language skills.

Finally, the TPR technique can also be used in presenting content material such as the history and civics material our students need.

Suggestions for using TPR activities in the classroom

TPR commands in the context of English for Amnesty classes can be useful in at least three specific ways. You may think of many others!

(1) Phrases useful for classroom management:

- *Please listen.
- *Please take out a pencil.
- *Please copy this question and answer.
- *Please fold your paper.
- *Please don't write anything yet.
- *Hand me your paper.
- *Please move your chairs into three circles.
- *Let's go back to our seats and sit down.

(2) Phrases useful for the INS interview:

- *Please stand and raise your right hand.
- *Please be seated.
- *Show me your...(driver's license, temporary card, etc.)
- *Sign your name here.
- *Wait in that line for your photo.
- *Show me the certification letter from your English class.
- *Show me where the _____ is on your card. (A#, birthdate, issue date, photo, etc.)
- *Fill in your name, A#, and address on this card.

(3) Phrases linking movement to civics material:

- *Point to the U.S. flag.
- *Point to something in the room that is red.
- *Point to the correct photograph: "Washington", "Bush", "Lincoln".
- *Raise the index finger for "first" whenever we talk about the first president, the first colony, etc.
- *Horizontal motion of the index finger when talking about the stripes on the flag.
- *Hand motion showing high, medium, and low when talking about the three levels of government.
- *Answer by showing the correct number of fingers:
 - How many branches are there in the government?
 - How many years is the president's term?
 - How many amendments are in the Bill of Rights?.....
- *Match the cards you've been given:
 - Question cards with answer cards.
 - Historical events with the year and put in sequence.

LANGUAGE EXPERIENCE

LANGUAGE EXPERIENCE

Background and applications to the amnesty classroom

The language experience approach uses the expressive language of the students to develop print materials for literacy activities. The student(s) can either dictate or write something about a given topic; the result is a reading selection that is based on student knowledge of the subject and reflects the language ability of the student(s) in that subject.

Language experience stories can be valuable in the amnesty classroom in several ways. Dictation focused on a specific amnesty-related topic will help the teacher evaluate the knowledge level of the student(s) about the flag, or the Bill of Rights, or the executive branch of government. Review can then be tailored to that evaluation.

The teacher will also be able to assess oral language skills and gauge how well the student(s) can present their ideas about a topic.

Finally, the focused dictation allows the teacher and student(s) to bring the information they have been learning in pieces into a more cohesive whole. This is a good way to review a subject and double check that the student(s) are seeing the links or relationships between the various facts they have been studying.

Suggestions for using language experience activities in the classroom

This strategy can be used with a group of students or with individuals. The steps are the same either way:

1. The student(s) dictate or write their thoughts on a subject and the teacher records the ideas just as they are given.

2. The student(s) and teacher read the sentences together several times.
3. The teacher works with the dictation one sentence/phrase at a time. During this step, the teacher may involve the student(s) in various ways including:
 - * Having the student(s) identify individual words (by pointing to them or spelling them) to work on sight vocabulary.
 - * Asking individual students to read specific phrases or sentences after they have been reviewed.
 - * Soliciting corrections in structure and recording the corrected version next to the original dictation.
 - * Numbering the sentences and asking the student(s) to identify which sentence has "X" word in it, which sentence tells about "X," which sentence answers the question "_____?", how many words are in sentence "X," and so on.

Sample activities

For a sample of this strategy in action, see the unit on the flag. A lesson plan for a language experience review activity and the story actually dictated by the group are included in that section.

GAMES AND MANIPULATIVES

GAMES AND MANIPULATIVES

Background and applications to the amnesty classroom

The use of games and manipulatives as a teaching strategy is fairly commonplace in the public school, but is an often neglected teaching tool with adults. However, there are many advantages in using games and manipulatives in teaching, reinforcement, and diagnostic activities in the adult education setting...and the ESL for amnesty classroom.

Accommodating individual learning styles and levels:

Activities planned around games or manipulatives can be very useful in a multilevel classroom. They can provide additional clues through pictures and key words to help facilitate learning for beginners. Small group or individualized activities can provide meaningful learning or reinforcement opportunities for part of a class while the teacher works with the rest of the group. These hands-on activities can also provide for a variety of learning styles: auditory, visual, kinesthetic and tactile.

Reducing anxiety:

Returning students often experience anxiety at being in a classroom again. Activities involving games and manipulatives can help create a less stressful, more relaxed atmosphere in the class; as students interact in more informal ways, they will begin to feel more comfortable in the classroom.

Adult students often worry about their ability to remember. Students who have been away from school for a while may need extra reinforcement during learning to help them remember better. Games and manipulatives can provide extra memory cues--pictures and other tangible ways to explore the links and relationships between new ideas.

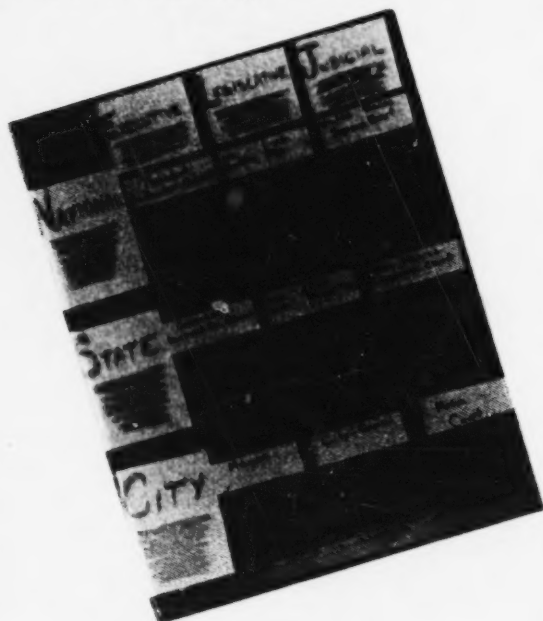
Teachers can also use games and manipulatives as a diagnostic tool. By watching students during these activities, they can evaluate levels of knowledge and use of ideas without giving a formal "test." This type of evaluation can help reduce the anxiety levels associated with testing; teachers can test less frequently and still gather good diagnostic information.

Involving the learner:

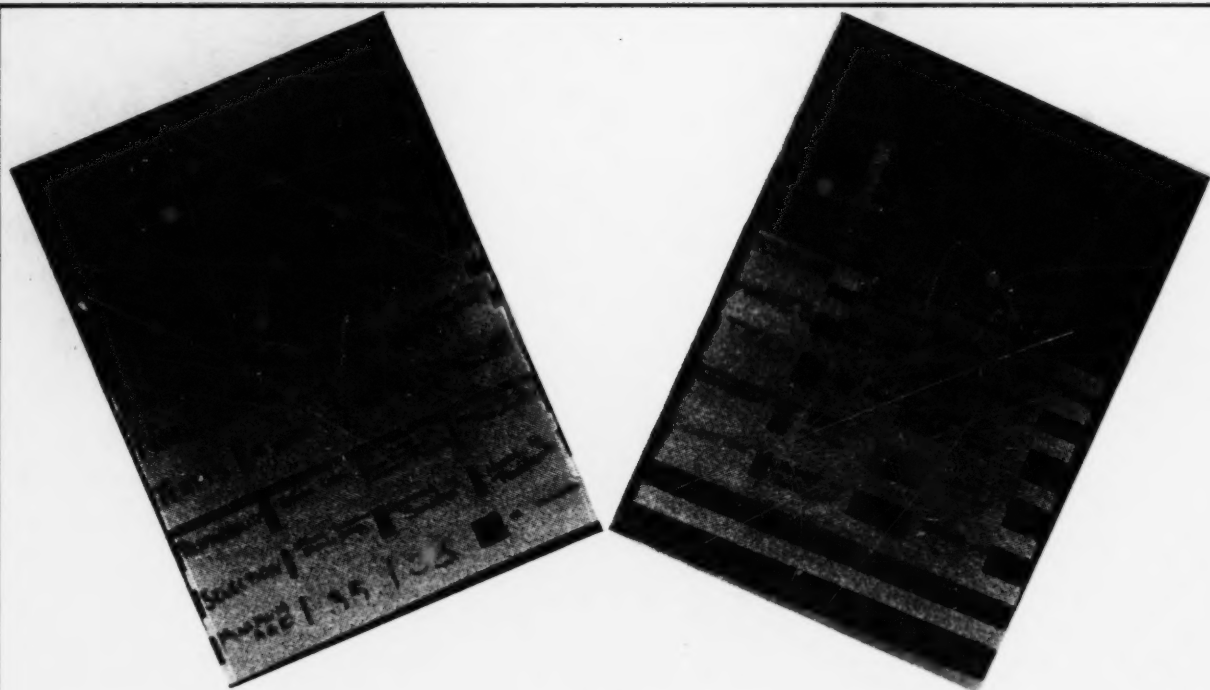
Adult learners enjoy being active participants in the learning process. Games and manipulatives facilitate a hands-on approach and actively involve learners--to the point of letting learners become teachers themselves! Teachers can further involve students by working with them to make the games and manipulatives that will be used in class. Printing cards, locating or drawing pictures, and assembling pocket charts make students a part of the learning process and provides reinforcement of the ideas even as they are preparing the games.

Suggestions for using games and manipulatives in the classroom

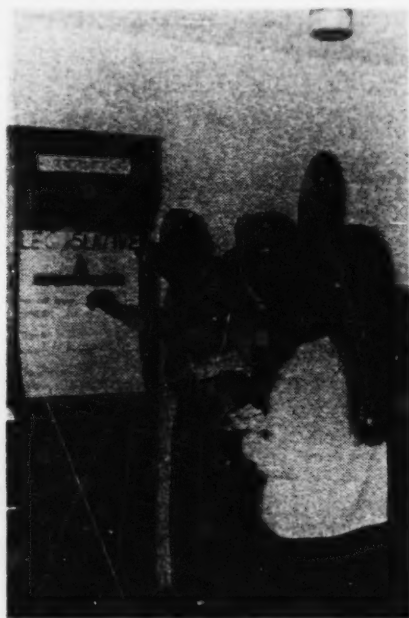
In this section, we hope that pictures will be "worth a thousand words." Actual teaching games and manipulatives used by Pat Bonilla are shown with descriptions of the activities used in her classroom. After "seeing" some of her ideas in action, you will understand the value of these activities in providing variety in the classroom--and keeping the element of fun in learning!



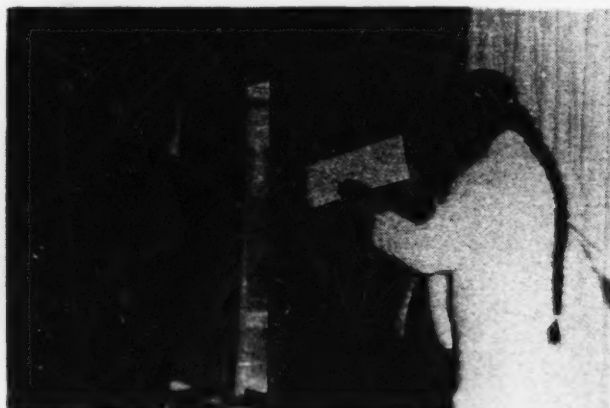
Pat Bonilla uses manipulatives to help summarize details about the 3 branches and the 3 levels of government. Details can be added gradually. The cards are all removable. In class students practice and review this material by sorting the cards they've been given. They can work in pairs or as individuals; either way there is a lot of talking about the materials they've been studying during the matching process.



Variation: Copy the same grid onto letter-size paper. Students work in groups to write the information from your cards in the correct spaces.



Variation: Give some (or all) the cards to one student. This student does not say anything. Instead, the student follows the directions of the rest of the class as they indicate where to put each card.





Practice saying the years in English form ("seventen-seventy-six") while reinforcing the idea of gradual growth from 13 to 50 states. Pass out maps randomly and let the students order themselves chronologically.

Variation: Make copies of the maps without the years written above. Students will never pay closer attention to the content of maps!

Variation: Add a list of the states' names on the back of each map and practice saying them as they were added to the Union.

Write some important names from U.S. history and government on heavy cards. Give out the cards randomly and ask students to order the cards chronologically.

Variation: Students order the cards in terms of the three branches of government.

Variation: Use broader chronological ordering, such as: before/after Civil War, before/after World War I, before/after World War II.



On heavy cards print phrases concerning U.S. civics and history. Students move around to find cards that make pairs. A lot of oral communication happens while they are looking for matches. Examples: Senators and Representatives/Legislative Branch; Washington/1st President; Amendment/Change in Constitution; Santa Fe/Capital of New Mexico.

Variation: Add cards such as "the, is, was, are, were, of, in, a, an" so that complete sentences can be constructed in written form.



ROLE PLAYING

ROLE-PLAYING

Background and applications to the amnesty classroom

In the broadest sense, a role-play is when a person assumes a role or part, uses language and carries out actions associated with that role. The role-play may or may not involve props and/or costumes.

Current research suggests that effective ESL instruction is based on helping students learn the language needed to function in the specific situations that they encounter in daily life. As you begin instruction, role-plays can be used to provide practice with many specific situations your students will experience as they work toward permanent resident status: mailing and registering letters to INS at the post office, requesting dated receipts for rent, work, etc. as documentation of continuing residence, registering children in public schools, and calling INS or a community-based outreach office for information are some examples.

In addition, temporary residents who apply for permanent resident status will receive notification by mail of an appointment for a personal interview at the local Legalization Office (Albuquerque or El Paso) after their mail-in application is reviewed in Dallas. During this interview they may choose either to take the oral test of English and Civics (or a standardized test being offered in some areas) or to turn in their Certificate of Satisfactory Pursuit (CSP) to waive the Civics portion of the test. Whichever option they choose, they will probably also be asked some basic personal information questions from their application form and expected to answer in English.

Although most students start an amnesty class with the goal of simply presenting the CSP as a way to protect themselves from the test, after a 60 hour course, many of your students will feel that passing the test is a reachable goal. And passing the test is a way for them to waive the English/civics requirement for naturalization should they decide to apply for naturalization five years hence (according to the INS interim regulations).

So, in the last few weeks of the class it will be important for your students to think seriously about their choice. Role-playing these personal interviews at INS can be a valuable part of these later class sessions and may help students make an appropriate decision. They may also be used as an assessment or posttest, providing information to help you guide a student who asks for your opinion.

Suggestions for using role-play activities in the classroom

The following list of general suggestions to consider when planning for role-play activities in the classroom is based on recent experiences with amnesty students. They may also prove helpful to you, but like any teaching strategy, role-playing will be most effective if it is used in ways that are comfortable to the teacher and the students....and adapted to your specific situation.

Given that caveat, here are some tips that may help you use role-playing more successfully in your classroom:

- * Have full-group and small group **practice** before individuals are asked to "perform" in front of the group. The first role-play should be short and use familiar (memorized) material. Spontaneous "say something" role-plays come later.
- * Always **ask for volunteers** at first. A willing student and the teacher could take the roles first, act them out, and then switch roles. Students observing have then seen the teacher model each role in the given situation. Some students never volunteer. A little encouragement to participate is acceptable, but forcing students to role play can cause problems.
- * **Describe the situation** being presented in the role-play in detail. Use Spanish to set the scene if necessary, then add details in English. Include imaginary details about physical setting, weather, emotions, etc. This gives good listening practice and can lead to some spontaneous additions to the canned dialogue. Basically, the more clear the situation is in students' imaginations, the easier the acting will be.

- * Dialogues should be **presented orally** first. (Although advanced groups can handle written material first.) Then the written form (on board or paper) can be used for cues. If written cues are available, encourage students to use them less and less each time.
- * In multilevel classes, let beginners start work with other beginners--or with advanced students who agree not to deviate from the **practiced formula** at first. When beginners feel more confident, pair them with advanced students and prepare them for different versions of the materials they have been practicing to anticipate the unstructured situations they will encounter in real life. Students must anticipate that questions may be asked in a variety of ways--and be prepared for this eventuality--especially at the INS interview. They need practice to help them recognize that: "What's your address?" "Where do you live?" and "Is this your correct residence?" are all asking the same things.
- * Role-play does **not have to be a "performance"** in front of a large group. In a class of 20, 10 role-plays can easily be going on at once as students practice their English skills in pairs. Nor does the dialogue have to be lengthy; they can be very short, even just 2-4 lines.
- * To keep this technique fresh and interesting, **balance informal fun role-plays with more serious ones.** Use props if possible: a real manila folder full of papers if you're at the post office or an immigration card and an appointment notice if you're going to an INS interview. Tell students ahead of time and involve them in organizing the props.
- * In discussion, **increase student awareness** of the unconscious skills they all have in reading body language, analyzing emotions, using non-verbal communication, and listening for key words. They do this all the time "out there in real life." Talk about how we can understand situations even if we don't catch every word. An explicit understanding of this form of communication will prove helpful in stressful situations (like the INS interview!) when they will need to use all the tools they've got.

- * Another way to get at an analysis of communication is to **shield the players from the audience**. (This may also get you more volunteers!) Try a curtain or large poster board between the audience and the players. Let the audience analyze the conversation based only on what they heard. This facilitates an analysis of communication beyond the spoken word: the emotions, confidence of the speakers, intonation, other possible/better responses, and how important being able to see the speaker and interpret their body language is to the meaning we get from the spoken word.
- * A variation of this is to try the curtain between the 2 players. The audience can see the speakers, but they can't see each other. Now the class--and the players--will be able to analyze the conversation from a different perspective.

Sample activities

Characters from history and government:

An enjoyable role-play that can help students look at history and government in an "imaginary concrete" way is to assign **each** student a "persona" from U.S. history or current government. Do this early in the course. Have each student write down their "other name" and use the **same** character for 5 to 10 minutes of each class session throughout the course. (It's a good idea for you to include these names on your attendance list so you won't forget either!)

Every class can have a Washington, Lincoln, Bush, Quayle, Carruthers, Domenici, Martin Luther King, and so on. INS's list of 100 questions will suggest names that could be used. Unfortunately, no women appear in the INS view of history, but do include womens' names in your presentation. (Susan B. Anthony will come up when discussing the 19th Amendment; Sandra Day O'Connor can represent the judicial branch.) You can use these personas in a variety of ways:

- * Put students in pairs and have them ask each other questions, giving answers based on their characters. Begin with low-level ESL skills; go as high as they can. For example:

1. What's your name?
2. Where are you from?
3. What's your job?
4. Where do you live?
5. How old are you? (Columbus is about 530 years old!)
6. Why are you important in U.S. history or government?
7. Do you have a position in the executive/legislative/judicial branch?
8. Do you have a position in the national/state/local government?

- * Have characters who are linked in some way "visit" with each other on an issue of interest to the class. For example, Washington, Lincoln, and Bush could commiserate in English about the problems of being president.
- * Work with characters who are members of a specific group. "Please, all members of the Executive Branch stand up." As they identify themselves, have the class determine if all are indeed members of the specified group. Then the teacher can ask questions of the characters or of other students in the class. Examples for the Executive Branch could be:

1. What's your (his) name? position?
2. Why are you important?
3. What's your function?
4. Do you write laws? interpret laws?

We all have students who are very anxious and shy when asked to practice a short conversation in English with another student. But when you ask George Bush (aka Francisco) to practice the same conversation with Sandra O'Connor (aka Graciela), there seems to be less inhibition about making mistakes. The difference was amazing the first time the class tried this. Perhaps you'll experience the same success!

Sample INS interview:

A sample simulated INS interview is included in this section. It should be given individually since the INS interview will be a

one-on-one experience. If your program uses volunteers, this is an excellent way for them to help your students. If not, you may want to ask a local club or organization to help you on this occasion.

Ask your volunteers to "put on" the role of a harried bureaucrat who has been told by the boss he's spending too much time on each test, an examiner having such a hard day that he feels no sympathy (actually feels hostility) toward the applicant. (Although the majority of INS examiners are simply people trying to do a good job, one "bad apple" or one bad day **could** be the reality for any student's test.)

Students who are successful with this exercise, using English with people they have never spoken to before, usually feel it will be possible to pass the test at INS...especially after this "worst-case" practice interview!

SAMPLE FINAL INTERVIEW:
ROLE-PLAY OF AN
INDIVIDUAL INS INTERVIEW

ESL for Amnesty Final Interview

Instructor _____

Class session/time _____

Name of student _____

Name of volunteer examiner _____

Date of test _____

Approximate time begun _____ ended _____

Final Interview Score _____ %

Pretest: Score _____
Date _____

Posttest: Score _____
Date _____

Student progress _____ %

(Tear on dotted line)
STUDENT COPY

Student name _____

Final interview date _____

Final Interview Score _____ %

Pretest: Score _____
Date _____

Posttest: Score _____
Date _____

Student progress _____ %

Student answer or reaction
Examiner: please write student words
or describe non-verbal reaction.

- | | | | |
|-----|--|---------|---|
| 1. | Please stand and raise your right hand. | 1. | _____ |
| 2. | Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God? | 2. | _____ |
| 3. | You may be seated. | 3. | _____ |
| 4. | What is your correct first name? | 4. | _____ |
| 5. | What is your middle name? | 5. | _____ |
| 6. | What is your complete last name or names? | 6. | _____ |
| 7. | Are your mailing address and home address the same? | 7. | _____ |
| 8. | What is your mailing address? | 8. | _____ |
| 9. | What is your zip code? | 9. | _____ |
| 10. | What is your area code? | 10. | _____ |
| 11. | Where were you born?
I need the city, state, and country. | 11. | City

State

Country
_____ |
| 12. | When were you born? | 12. | Month Day Year

_____ |
| 13. | What is your Alien Registration Number? | 13. | _____ |
| 14. | What is your marital status? | 14. | _____ |
| 15. | Please state a) your mother's first name | 15. (a) | _____ |
| | b) your father's first name. | 15. (b) | _____ |

Questions/Directions

Student answer or reaction
Examiner write student
words or reactions

- | | | | |
|-----|---|---------|-------|
| 16. | Since you adjusted to temporary residence, what is the total number of days that you have been absent from the United States? | 16. | _____ |
| 17. | Did you become a temporary resident through pre-1982 residence or through agricultural work? | 17. | _____ |
| 18. | Have you registered for selective service? | 18. | _____ |
| 19. | a) Are you a communist, subversive, or terrorist? | 19. (a) | _____ |
| | b) Are you a polygamist? | 19. (b) | _____ |
| | c) Have you received public assistance since you adjusted to temporary residence? | 19. (c) | _____ |
| | d) Have you been arrested since you adjusted to temporary residence? | 19. (d) | _____ |
| 20. | Please state a) your home telephone | 20. (a) | _____ |
| | b) your work telephone. | 20. (b) | _____ |
| 21. | What is your Social Security Number? | 21. | _____ |
| 22. | Do you a) understand English? | 22. (a) | _____ |
| | b) speak English | 22. (b) | _____ |
| | c) read English? | 22. (c) | _____ |
| | d) write English? | 22. (d) | _____ |
| 23. | Did you go to a class to study English and to study the history, Constitution, and government of the United States? | 23. | _____ |
| 24. | How many hours did you study? | 24. | _____ |
| 25. | Please show me your certificate or your letter from your class. | 25. | _____ |

Questions/Directions

Student answer or reaction
Examiner write student
words or reactions.

UNGRADED A:

OK, You don't have to take a government test,
unless you want to. Do you want the
government test or not?

A. _____

UNGRADED B:

Why do you want to take the test?

B. _____

EXAMINER: OK. In just a minute, we'll start the government part of the test.

*Examiner: For the section of the interview you have just completed, circle a **grade** for the following:*

Examiner's impression of student **confidence**
on this section:

A very confident

B

C

D

F no confidence at all

Examiner's impression of **pronunciation**
on this section:

A examiner understood everything said

B

C

D

F examiner couldn't understand anything

Examiner: Please write a brief comment concerning the personal interview section of this test.

EXAMINER: "OK, Mr./Mrs. _____, the first part of your government test will be reading in English." (Hand the applicant a copy of the "reading" sheet.)

Examiner will subjectively "grade" the applicant's oral reading for each sentence.)

"OK, Please read #1."

Circle GRADE for #1

A	B	C	D	F
Excellent				Nothing

"OK, Please read #2."

Circle GRADE for #2

A	B	C	D	F
Excellent				Nothing

"OK, Please read #3."

Circle GRADE for #3

A	B	C	D	F
Excellent				Nothing

Examiner: Please write **any** brief comment on the Reading Section:

Examiner: For the section of the interview you have just completed, circle a **grade** for the following:

Examiner's impression of student
confidence on this section:

A very confident
B
C
D
F no confidence at all

Examiner's impression of
pronunciation on this section:

A examiner understood everything said
B
C
D
F examiner couldn't understand anything

READING

1. George Washington was the first president of the United States of America.
 2. In 1776 the representatives of the thirteen original colonies signed the Declaration of Independence.
 3. There are three branches of the United States government: the executive branch enforces the laws; the legislative branch writes the laws; and the judicial branch interprets the laws.
-

READING

1. George Washington was the first president of the United States of America.
2. In 1776 the representatives of the thirteen original colonies signed the Declaration of Independence.
3. There are three branches of the United States government: the executive branch enforces the laws; the legislative branch writes the laws; and the judicial branch interprets the laws.

- Directions to the examiner:** Please **do not** let student **see** the "Reading Section" while doing this part of the test.
Do not read any words to the applicant. Just point to each number as you give them directions.
Do not help the student to write.
- Say:** "OK, Mr./Ms. _____, the next part of your test will be writing in English."
- Do:** (Hand applicant the "Writing" form.)
- Say:** "Please fill out the top of the form. "Please write in #1."
"OK, now #2." etc. for 3 and 4. (Do 5 **after** dictation)
- Do:** Point to each number as you ask for the information.
Give applicant enough time to fill out what he/she can, then:
- Say:** "OK. Here on the blank lines , please write the sentence that I will dictate. I want you to listen and then write. Are you ready? LISTEN: "The U.S. flag has 50 stars."
(Please say "U. S."; if they write United states, that's fine! Writing "50" or "fifty" is OK.)
- Do:** Show the student where the blank lines are that you want them to write on. You may repeat the sentence 2 or 3 times. When student is finished:
- Say:** "Please fill out #5." (point to #5) (Do **not** say "sign your name.") When they finish:
- Say:** "OK. The next part of your test is questions about the history, government, and constitution of the United States.

Examiner's Impression of Student's
confidence on this section:

A B C D F

Examiner's impression of **skill** in
writing on this section:

A B C D F

Examiner's comment concerning dictation section.

WRITING

1. Today's Date: _____
Month Day Year

2. Last Name(s): _____

3. First Name: _____

4. Birth Date: _____
Month Day Year

Dictation:

5. Signature: _____

WRITING

1. Today's Date: _____
Month Day Year

2. Last Name(s): _____

3. First Name: _____

4. Birth Date: _____
Month Day Year

Dictation:

5. Signature: _____

Questions/Directions

Student answer or reaction
Examiner write student
words or reactions.

- | | |
|---|-----------|
| 1. What are the colors of the U.S. Flag? | 1. _____ |
| 2. How many stripes are on the flag? | 2. _____ |
| 3. What is the capital of New Mexico? | 3. _____ |
| 4. Who is the president of the United States today? | 4. _____ |
| 5. What are the three branches of the United States government? | 5. _____ |
| 6. _____ | 6. _____ |
| 7. _____ | 7. _____ |
| 8. What are the two parts of the United States Congress? | 8. _____ |
| 9. _____ | 9. _____ |
| 10. What do the stripes of the U.S. flag represent? | 10. _____ |
| 11. What are the three levels of the United States Government? | 11. _____ |
| 12. _____ | 12. _____ |
| 13. _____ | 13. _____ |
| 14. What is the name of the Governor of New Mexico? | 14. _____ |
| 15. What are the names of New Mexico's two Senators in the Congress? | 15. _____ |
| 16. _____ | 16. _____ |
| 17. What are the names of New Mexico's three Representatives in Congress? | 17. _____ |
| 18. _____ | 18. _____ |
| 19. _____ | 19. _____ |

Questions/Directions	Student answer or reaction Examiner write student words or reactions.
20. What is the supreme law of the United States?	20. _____
21. What is the duty of the Executive branch of the United States government?	21. _____
22. What is the duty of the Legislative branch of the United States government?	22. _____
23. What is the duty of the Judicial branch of the United States government?	23. _____
24. What is the Constitution?	24. _____
25. What is the name for a change in the Constitution?	25. _____
26. What is the Bill of Rights?	26. _____
27. What liberties do you PERSONALLY have from the first ten amendments to the Constitution?	27. _____ _____ _____
28. How many amendments have there been to the United States Constitution?	28. _____
29. What is the name of the Mayor of the City of Albuquerque?	29. _____
30. Tell me something about the Civil War.	30. _____
31. What city is the capital of the United States?	31. _____
32. How many years is one term of office for a U.S. President?	32. _____

Questions/Directions

Student answer or reaction
Examiner write student
words or reactions.

33. How many representatives go from New Mexico to Washington, DC? 33. _____
34. How many representatives go from Arizona to Washington? 34. _____
36. Who is the 10th president of the U.S.? (Examiners: We did **not** study this!! It's a test of "self-defense." Please note ANY POSITIVE response.) 36. _____
37. Please name the 13 original colonies of of the U.S. (Examiners: **any** number of states is fine! In answer column, just abbreviate states mentioned.) 37. _____

38. What persons are in the Executive branch of the U.S. government? 38. _____

39. What is the Judicial branch of the of the government? 39. _____
40. What is the most important law in the U.S.? 40. _____
41. How many stars are on the U.S. flag? 41. _____
42. Is it possible to change the U.S. Constitution? 42. _____
43. What is another name for the Legislative branch? 43. _____
44. How old does a U.S. citizen have to be in order to vote? 44. _____

Questions/Directions

Student answer or reaction
Examiner write student
words or reactions.

- | | |
|---|-----------|
| 45. What year was the Declaration of Independence signed? | 45. _____ |
| 46. Who is the Vice President of the United States now? | 46. _____ |
| 47. What country did the U.S. fight against for independence? | 47. _____ |
| 48. Who was the 1st president of the U.S.? | 48. _____ |
| 49. Who was the 16th president of the U.S.? | 49. _____ |
| 50. How many states are in the U.S. today? | 50. _____ |

*Examiner: For the section of the interview you have just completed, circle a **grade** for the following:*

Examiner's impression of student **confidence**
on this section:

- A very confident
B
C
D
F no confidence at all

Examiner's impression of **pronunciation**
on this section:

- A examiner understood everything said
B
C
D
F examiner couldn't understand anything

Examiner: Record time interview ended _____ Please write a brief comment concerning this student's test as a whole:

Thank you so much for helping my students today. This is the best preparation they could possibly have before they face a test at Immigration! ¡Mil Gracias!

TEACHERS GRADE SHEET(Examiner: Do **not** fill out this form.)

English for Amnesty/Final Interview

Student _____

Instructor _____ Date of Test: _____

POINTS POSSIBLE	SECTION	POINTS
25	Application (Personal Questions)	_____
10	Reading	_____
10	Writing	_____
50	History/Government	_____
5	Examiner's General Impression	_____
100	TOTAL	_____

TEACHERS GRADE SHEET(Examiner: Do **not** fill out this form.)

English for Amnesty/Final Interview

Student _____

Instructor _____ Date of Test: _____

POINTS POSSIBLE	SECTION	POINTS
25	Application (Personal Questions)	_____
10	Reading	_____
10	Writing	_____
50	History/Government	_____
5	Examiner's General Impression	_____
100	TOTAL	_____

USING THE INS 100 QUESTIONS

USING THE 100 INS QUESTIONS IN THE CLASSROOM

The Immigration and Naturalization Service (INS) has now provided an official list of 100 questions and answers concerning U.S. Civics. Practicing these questions and answers can be **one** facet of an English for amnesty class. Practicing **a section** of the list should be a part of each class session.

Many amnesty class students have very low English skills. For that reason, the first language (Spanish in most New Mexico classrooms) should be used as much as necessary to communicate abstract concepts about government. When students are sure about an idea in Spanish, then start speaking in English as much as possible. For most classes, written material should **not** be presented until after students are comfortable with the information in oral form.

Questions are initially asked and discussed in English and then Spanish to get a rough idea of the knowledge level of the students. The teacher can then explain and discuss each question more fully in Spanish and then in English, eliciting group and individual responses. The final step is to review a complete, short set of review questions in Spanish and then in English. (If you are working with students whose first language is other than Spanish, you may need to consider a "buddy" plan where they bring a friend who can translate some of these difficult concepts.)

After this introduction to the questions, other activities reinforce student learning. Students are asked to listen to each question and answer, choosing just one or two words as the most important words (the **key** words) from the answer. The information related to these questions is tied to previous lessons and concepts. **After this oral introduction and practice**, students are ready for a written handout! Here are the steps that can be used when a written list of questions in English and Spanish is handed out to students. (See sample in appendix.)

1. Students fold the worksheet so that the Spanish section will be used first and fill in the "application practice box" on the top of the Spanish half. (Every handout made for students has some kind of "fill in the blank" on top, for reinforcement of skills we're learning for filling out forms.

2. Volunteers may read questions 1-5 in Spanish. If you include practice time, you'll build in time for some individual practice before they read to the group. If you do this, you'll have more volunteers next time. The first time you try this activity, the teacher may do the oral reading, asking for feedback after each question.

3. Listen and follow with volunteers reading questions 1-5 in Spanish. Any time a group is listening, the listeners can physically follow along the lines with a pencil or finger. Also, the listeners are required to **move their lips or whisper very quietly** along with the person reading aloud. There have been amazing results for pre-literate students from this follow-along activity.

4. After the first reading practice, do a quick group practice of 1-5 in Spanish with **no papers**.

5. With **no papers**, ask students to listen to 1-5 in English. They have heard this before in the oral practice. Listening is another preparation for reading in English.

6. Now take out the handout again, and fold it so the English half is showing. Again, fill in the "application practice" at the top.

7. If you have some **very advanced** readers in English, repeat step 2 in English. If not, the teacher will be the reader.

8. Now, tell the class that each student will be required to read one question and answer in English, but each student **may choose** the number he or she wants to read. Be prepared to spend at least 10 minutes of class time in some individual work now. Walk around and hear quiet individual readings from each student, while groups of 2 or 3 are practicing. (Of course you have prepared for peer teaching situations by making sure that your seating arrangement places more advanced students near your lowest level students.) In your lowest level classes, give students the option to read aloud **only** a question or **only** an answer. The next time, they'll read a little more!

In each following class session, review this set of questions using exactly the wording given. When students are comfortable answering with this wording, try slightly different variations.

UNITS FOR A LOGICAL
TEACHING SEQUENCE

The INS's official list of 100 questions is a testing tool but not necessarily a teaching tool. In the following section their questions have been rearranged to be more useful in the amnesty classroom.

Questions may appear in several units, as appropriate, which provides for repetition and review. There are also some questions numbered "00." These questions are not included in the INS's official list but were added to give clarity or symmetry to the units.

Some of the official INS questions and answers are easier to understand using different wording although by the end of the class we practice the official wording, too. For example:

INS Language

Flag #4 is officially:

"What do the stars on the flag mean?"
(One for each state in the Union.)

Early U.S. History #11 is officially:

"Independence from whom?"

U.S. Constitution #78 is officially:

"What kind of government does the U.S. have?"
(Republic)

Executive Branch #35 is officially:

"What is the Executive Branch of our government?"
(The President, Cabinet, and
departments under the Cabinet members)

Executive Branch #90:

"Where is the White house?"
(Washington, D.C./1600 Pennsylvania Avenue N.W.)

Suggested Changes

My students practice:

"What do the stars on the flag represent?"
(The 50 states.)

We practice a more understandable form:

"What country did the colonies get
independence from?"

My students answer:

"The U.S. is a Republic." or "The U.S. is a
representative government."

My students include the Vice-President in
their answer!

My students simply answer:

"Washington, D.C."

It is important for our students to understand that history **cannot** honestly be boiled down into 100 questions and answers. They must know there is much more to be learned about history. However, teachers and students are both aware that practice with the INS questions and answers can help students in their goal of passing the test. The thematic units presented in this section can help teachers provide that practice-- and help students connect the ideas being presented.

UNITS FOR A LOGICAL TEACHING SEQUENCE

- Unit 1:** The United States Flag
- Unit 2:** Geography
- Unit 3:** Names in United States History and Government
- Unit 4:** Early United States History:
- Discovery
 Colonization
 Independence
 Introduction to the Constitution
- Unit 5:** The United States Constitution
- Unit 6:** The Three Branches of the United States Government
- The Executive Branch
 The Legislative Branch
 The Judicial Branch
- Unit 7:** The Bill of Rights: The First Ten Amendments to the United States Constitution
- Unit 8:** The Later Amendments to the United States Constitution: Amendments 11-26
- Unit 9:** Later United States History
- The War of 1812
 The Civil War
 World War I
 Post World War I
 World War II
 Post World War II
 Growth of the U. S. from 13 to 50 states
- Unit 10:** The Three Levels of the United States Government
- Unit 11:** New Mexico: Government and History
- Unit 12:** Citizenship
- Unit 13:** Voting and Elections

UNIT 1: THE UNITED STATES FLAG

1. What are the colors of our flag? (Red, White, and Blue)
2. How many stars are there in our flag? (50)
5. How many stripes are there in the flag? (13)
3. What color are the stars on our flag? (White)
6. What color are the stripes? (Red and White)
4. What do the stars on the flag mean? (One for each state in the union)
7. What do the stripes on the flag mean?
(They represent the original 13 states)
44. Can you name the thirteen original states?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts,
Pennsylvania, Delaware, Virginia, North Carolina, South Carolina,
Georgia, Rhode Island, and Maryland)
75. What were the 13 original states of the U.S. called? (Colonies)
8. How many states are there in the union? (50)
100. How many states are there in the United States? (50)
62. What is the national anthem of the United States?
(The Star-Spangled Banner)
63. Who wrote the Star-Spangled Banner? (Francis Scott Key)

UNIT 2: GEOGRAPHY

- 00. What city is the capital of the U.S.? (Washington, D.C.)
- 40. What is the capital of your state? (Santa Fe)
- 75. What were the 13 original states of the U.S. called? (Colonies)
- 44. Can you name the thirteen original states?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts,
Pennsylvania, Delaware, Virginia, North Carolina, South Carolina,
Georgia, Rhode Island, and Maryland)
- 8. How many states are there in the union? (50)
- 100. How many states are there in the United States? (50)

UNIT 3: NAMES IN U.S. HISTORY AND GOVERNMENT

- 45. Who said, "Give me liberty or give me death."? (Patrick Henry)
- 59. Who was the main writer of the Declaration of Independence?
(Thomas Jefferson)
- 13. Who was the first President of the United States?(George Washington)
- 71. Which President is called the "Father of our Country"?
(George Washington)
- 94. Which President was the first Commander in Chief of the U.S.
military? (George Washington)
- 63. Who wrote the Star-Spangled Banner? (Francis Scott Key)
- 68. Who was President during the Civil War? (Abraham Lincoln)
- 79. Which President freed the slaves? (Abraham Lincoln)
- 49. Who was Martin Luther King, Jr.? (A civil rights leader)
- 14. Who is the President of the United States today? (George Bush)
- 15. Who is the Vice-President of the United States today? (Dan Quayle)
- 31. Can you name the two Senators from your state?
(Jeff Bingaman and Pete Domenici)
- 00. Who are the three Representatives from your state?
(Steve Schiff, Bill Richardson, and Joseph Skeen)
- 41. Who is the current Governor of your state? (Garrey Carruthers)
- 50. Who is the head of your local government? (Ken Schultz)
- 43. Who is the Chief Justice of the Supreme Court? (William Rehnquist)

UNIT 4: EARLY U.S. HISTORY

- 00. What was the first English colony in the U.S.? (Virginia)
- 00. What was the second English colony in the U.S.? (Massachusetts)
- 55. Why did the Pilgrims come to America? (For religious freedom)
- 74. What is the name of the ship that brought the Pilgrims to America? (The Mayflower)
- 73. Who helped the Pilgrims in America? (American Indians /Native Americans)
- 58. What holiday was celebrated for the first time by the American colonists? (Thanksgiving)
- 45. Who said, "Give me liberty or give me death."? (Patrick Henry)
- 12. What country did we fight during the Revolutionary War? (England)
- 11. Independence from whom? (England)
- 75. What were the 13 original states of the U.S. called? (Colonies)
- 44. Can you name the thirteen original states?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts,
Pennsylvania, Delaware, Virginia, North Carolina, South Carolina,
Georgia, Rhode Island, and Maryland)
- 10. What is the date of Independence Day? (July 4th)
- 9. What is the 4th of July? (Independence Day)
- 59. Who was the main writer of the Declaration of Independence? (Thomas Jefferson)
- 60. When was the Declaration of Independence adopted? (July 4, 1776)
- 61. What is the basic belief of the Declaration of Independence? (All men are created equal)
- 38. What is the supreme law of the United States? (The Constitution)
- 19. What is the Constitution? (The supreme law of the land)
- 80. In what year was the Constitution written? (1787)
- 13. Who was the first President of the United States? (George Washington)
- 71. Which President is called the "Father of our Country"?
(George Washington)
- 94. Which President was the first Commander in Chief of the U.S.
military? (George Washington)

UNIT 5: THE U.S. CONSTITUTION

- 38. What is the supreme law of the United States? (The Constitution)
- 19. What is the Constitution? (The supreme law of the land)
- 80. In what year was the Constitution written? (1787)
- 85. What is the introduction to the Constitution called? (The Preamble)
- 20. Can the Constitution be changed? (Yes)
- 21. What do we call a change in the Constitution? (Amendment)
- 22. How many changes or amendments are there to the Constitution? (26)
- 23. How many branches are there in our government? (3)
- 24. What are the three branches of our government?
(Legislative, Executive, and Judicial)
- 78. What kind of government does the United States have? (Republic)

UNIT 6: THE THREE BRANCHES OF THE U.S. GOVERNMENT

- 38. What is the supreme law of the United States? (The Constitution)
- 19. What is the Constitution? (The supreme law of the land)
- 23. How many branches are there in our government? (3)
- 24. What are the three branches of our government? (Legislative, Executive, and Judicial)
- 35. What is the executive branch of our government?
(The President, cabinet, and departments under the cabinet members)
- 00. Who enforces the laws in the U.S.? (The Executive Branch)
- 00. What is the duty of the Executive Branch? (Enforce the laws)
- 25. What is the Legislative Branch of our government? (Congress)
- 26. Who makes the laws in the United States? (Congress)
- 28. What are the duties of Congress? (To make laws)
- 36. What is the Judicial Branch of our government? (The Supreme Court)
- 00. Who interprets laws in the U.S.? (The Judicial Branch)
- 37. What are the duties of the Supreme Court? (To interpret laws)
- 00. What document organizes the three branches of government?
(The Constitution)
- 78. What kind of government does the United States have? (Republic)

The Executive Branch

- 38. What is the supreme law of the United States? (The Constitution)
- 19. What is the Constitution? (The supreme law of the land)
- 23. How many branches are there in our government? (3)
- 24. What are the three branches of our government? (Legislative, Executive, and Judicial)
- 00. What document organizes the U.S. government into three branches? (The Constitution)
- 35. What is the Executive Branch of our government?
(The President, cabinet, and departments under the cabinet members)
- 00. Which branch of government enforces the laws in the U.S.? (The Executive Branch)

- 00. What is the duty of the Executive Branch? (Enforce the laws)
- 66. Who signs bills into law? (The President)
- 93. Who is the Commander in Chief of the U.S. military? (The President)
- 14. Who is the President of the United States today? (George Bush)
- 15. Who is the Vice-President of the United States today? (Dan Quayle)
- 17. Who becomes President of the United States if the President should die? (Vice-President)
- 42. Who becomes President of the United States if the President and the Vice-President should die? (Speaker of the House of Representatives)
- 00. What persons can vote for President and Vice-President? (Citizens 18 years and older)
- 16. Who elects the President of the United States? (The electoral college)
- 95. In what month do we vote for the President? (November)
- 18. For how long do we elect the President? (Four years)
- 48. How many terms can a President serve? (2)
- 51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of those three requirements. (Must be a natural born citizen of the United States. Must be at least 35 years old by the time he/she will serve. Must have lived in the United States for at least 14 years.)
- 70. What special group advises the President? (The Cabinet)
- 91. What is the name of the President's official home? (The White House)
- 90. Where is the White House located? (Washington, D.C., 1600 Pennsylvania Avenue, N.W.)
- 89. What is the White House? (The President's official home)
- 13. Who was the first President of the United States? (George Washington)
- 71. Which President is called the "Father of our Country"? (George Washington)
- 94. Which President was the first Commander in Chief of the U.S. military? (George Washington)
- 68. Who was President during the Civil War? (Abraham Lincoln)
- 79. Which President freed the slaves? (Abraham Lincoln)

The Legislative Branch

- 38. What is the supreme law of the United States? (The Constitution)

- 19. What is the Constitution? (The supreme law of the land)
- 23. How many branches are there in our government? (3)
- 24. What are the three branches of our government? (Legislative, Executive, and Judicial)
- 00. What document organizes the U.S. government into three branches? (The Constitution)
- 25. What is the Legislative Branch of our government? (Congress)
- 00. What is another name for the Legislative Branch? (Congress)
- 27. What is Congress? (The Senate and the House of Representatives)
- 26. Who makes the laws in the United States? (Congress)
- 28. What are the duties of Congress? (To make laws)
- 77. Who has the power to declare war? (The Congress)
- 31. Can you name the two Senators from your state? (Jeff Bingaman and Pete Domenici)
- 00. Can you name the three Representatives from New Mexico?
(Steve Schiff, Bill Richardson, and Joseph Skeen)
- 30. How many Senators are there in Congress? (100)
- 52. Why are there 100 Senators in the Senate? (2 from each state)
- 33. How many Representatives are there in Congress? (435)
- 29. Who elects Congress? (The people)
- 32. For how long do we elect each Senator? (6 years)
- 34. For how long do we elect the Representatives? (2 years)
- 97. How many times may a Senator be re-elected? (No limit)
- 98. How many times may a Congressman be re-elected? (No limit)
- 83. Where does Congress meet? (In the Capitol in Washington, D.C.)
- 88. What is the United States Capitol? (The place where Congress meets)

The Judicial Branch

- 38. What is the supreme law of the United States? (The Constitution)
- 19. What is the Constitution? (The supreme law of the land)

- 23. How many branches are there in our government? (3)
- 24. What are the three branches of our government? (Legislative, Executive, and Judicial)
- 00. What document organizes the U.S. government into three branches?
(The Constitution)
- 36. What is the Judicial Branch of our government? (The Supreme Court)
- 00. Who interprets the laws in the U.S.? (Judicial Branch)
- 37. What are the duties of the Supreme Court? (To interpret laws)
- 67. What is the highest court in the United States? (The Supreme Court)
- 53. Who selects the Supreme Court justices? (Appointed by the President)
- 54. How many Supreme Court justices are there? (9)
- 43. Who is the Chief Justice of the Supreme Court? (William Rehnquist)

UNIT 7: THE BILL OF RIGHTS: The first ten amendments to the United States Constitution

- 38. What is the supreme law of the United States? (The Constitution)
- 19. What is the Constitution? (The supreme law of the land)
- 00. What document organizes the U.S. government into three branches? (The Constitution)
- 24. What are the three branches of our government? (Legislative, Executive, and Judicial)
- 20. Can the Constitution be changed? (Yes)
- 00. Is it an easy process or a difficult process to change the Constitution? (Difficult)
- 21. What do we call a change in the Constitution? (Amendment)
- 22. How many changes or amendments are there to the Constitution? (26)
- 81. What are the first 10 amendments to the Constitution called? (The Bill of Rights)
- 39. What is the Bill of Rights? (The first 10 amendments of the Constitution)
- 92. Name one right guaranteed by the first amendment. (Freedom: speech, press, religion, peaceable assembly, and requesting change of the government)
- 76. Name 3 rights or freedoms guaranteed by the Bill of Rights.
 - 1. The right of freedom of speech, press, religion, peaceable assembly, and requesting change of government.
 - 2. The right to bear arms/the right to have weapons or own a gun, though subject to certain regulations.
 - 3. The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.
 - 4. The government may not search or take a person's property without a warrant.
 - 5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
 - 6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
 - 7. The right to trial by jury in most cases.
 - 8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
 - 9. The people have rights other than those mentioned in the Constitution.
 - 10. Any power not given to the federal government by the Constitution is a power of either the state or the people.
- 64. Where does freedom of speech come from? (The Bill of Rights)
- 84. Whose rights are guaranteed by the Constitution and the Bill of Rights? (Everyone/citizens and non-citizens living in the U.S.)

**UNIT 8: THE LATER AMENDMENTS TO THE U.S. CONSTITUTION:
Amendments 11-26:**

- 38. What is the supreme law of the United States? (The Constitution)
- 19. What is the Constitution? (The supreme law of the land)
- 00. What document organizes the U.S. government into three branches?
(The Constitution)
- 24. What are the three branches of our government? (Legislative, Executive, and Judicial)
- 20. Can the Constitution be changed? (Yes)
- 00. Is it an easy process or a difficult process to change the Constitution? (Difficult)
- 21. What do we call a change in the Constitution? (Amendment)
- 22. How many changes or amendments are there to the Constitution? (26)
- 81. What are the first 10 amendments to the Constitution called? (The Bill of Rights)
- 39. What is the Bill of Rights? (The first 10 amendments of the Constitution)
- 84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
(Everyone/citizens living in the U.S.)
- 00. Which amendment to the Constitution gave liberty to slaves after
the Civil War? (Amendment 13)
- 00. Give two examples of the later amendments. (Any 11-26)

UNIT 9: LATER U.S. HISTORY

- 62. What is the national anthem of the United States? (The Star-Spangled Banner)
- 63. Who wrote the Star-Spangled Banner? (Francis Scott Key)
- 00. During what years was the Civil War fought? (1861-1865)
- 00. Who was fighting in the Civil War? (The Northern States against the Southern States)
- 68. Who was President during the Civil War? (Abraham Lincoln)
- 79. Which President freed the slaves? (Abraham Lincoln)
- 69. What did the Emancipation Proclamation do? (Freed many slaves)
- 00. During what years was the U.S. fighting World War I? (1917-1918)
- 00. Who was the principal enemy of the U.S. during World War I? (Germany)
- 77. Who has the power to declare war? (The Congress)
- 00. What name is used for the international economic crisis between World War I and World War II? (The Depression)
- 00. During what years did the U.S. fight World War II? (1941-1945)
- 46. Which countries were our enemies during World War II? (Germany, Italy, and Japan)
- 82. Name one purpose of the United Nations. (For countries to discuss and try to resolve world problems; to provide economic aid to many countries.)
- 49. Who was Martin Luther King, Jr.? (A civil rights leader)
- 14. Who is the President of the United States today? (George Bush)
- 15. Who is the Vice-President of the United States today? (Dan Quayle)
- 75. What were the 13 original states of the U.S. called? (Colonies)
- 44. Can you name the thirteen original states?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts,
Pennsylvania, Delaware, Virginia, North Carolina, South Carolina,
Georgia, Rhode Island, and Maryland)
- 00. In what year did New Mexico become a state? (1912)
- 47. What are the 49th and 50th states of the union? (Alaska and Hawaii)
- 8. How many states are there in the union? (50)
- 100. How many states are there in the United States? (50)

UNIT 10: THE THREE LEVELS OF THE U.S. GOVERNMENT

- 00. How many levels are there in the United States government? (3)
- 00. What are the three levels? (National/Federal, State, Local/City)
- 00. What is the head executive of the national government called? (President)
- 14. Who is the President of the United States today? (George Bush)
- 56. What is the head executive of a state government called? (Governor)
- 41. Who is the current Governor of your state? (Garrey Carruthers)
- 57. What is the head executive of a city government called? (Mayor)
- 50. Who is the head of your local government? (Ken Schultz)
- 00. What is the Legislative Branch at the national level called?(Congress)
- 00. What is the Legislative Branch at the state level called? (State Legislature)
- 00. What is the Legislative Branch at the local level called?(City Council)
- 00. What is the Judicial Branch at the national level called? (Supreme Court)
- 67. What is the highest court in the United States? (The Supreme Court)
- 00. What is the Judicial Branch at the state level called? (State Supreme Court)
- 00. What is the Judicial Branch at the local level called? (Metropolitan Court, "Metro" Court)

UNIT 11: NEW MEXICO--GOVERNMENT AND HISTORY

- 40. What is the capital of your state? (Santa Fe)
- 00. In what year did New Mexico become a state? (1912)
- 00. Why was New Mexico important in World War II? (Use of the Navajo language for secret code, and development of the atomic bomb in Los Alamos)
- 31. Can you name the two Senators from your state? (Jeff Bingaman and Pete Domenici)
- 00. Can you name the three Representatives from your state? (Steve Schiff, Bill Richardson, and Joseph Skeen)
- 41. Who is the current Governor of your state? (Garrey Carruthers)
- 50. Who is the head of your local government? (Ken Schultz)

UNIT 12: CITIZENSHIP

- 00. After temporary residence, what is the next step of "Amnesty"? (Permanent residence)
- 00. When is the last date that you personally can apply for permanent residence? (Each student must calculate his own date. *See pages 3-4 of the Ideabook.)
- 84. Whose rights are guaranteed by the Constitution and the Bill of Rights? (Everyone/ citizens and non-citizens living in the U.S.)
- 00. Are you required to become a citizen after you become a temporary resident? (No, citizenship is voluntary)
- 86. Name one benefit of being a citizen of the United States. (Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live)
- 87. What is the most important right granted to U.S. citizens? (The right to vote)
- 72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen? (Form N-400, "Application to File Petition for Naturalization")

UNIT 13: VOTING AND ELECTIONS

- 87. What is the most important right granted to U.S. citizens? (The right to vote)
- 99. What are the 2 major political parties in the U.S. today? (Democratic and Republican)
- 95. In what month do we vote for the President? (November)
- 65. What is the minimum voting age in the United States? (Eighteen/18)
- 16. Who elects the President of the United States? (The electoral college)
- 96. In what month is the new President inaugurated? (January)

SAMPLE UNITS

SAMPLE UNITS

Two sample teaching units are included in this section: (1) a unit on the flag which demonstrates teaching strategies around fairly concrete ideas and (2) a unit on the amendments which describes how to use these strategies to teach more abstract concepts.

These units take a very practical approach. The activities relate directly to the 100 official questions that INS may ask on the test. Students are being prepared to recognize the questions in several forms and respond confidently. Although the text in each unit is written in English, vocabulary concepts are presented in both Spanish and English wherever appropriate. (Copies of the INS questions in both Spanish and English are included in the appendix.)

Since language abilities will vary within each classroom, teacher expectations and student performance will be different for each individual. These differences are recognized in the state-approved "English for Amnesty Curriculum Guide" on file with your program director. The sample units are based on objectives from different levels of the guide; adaptations to address those differences are incorporated in the activities.

You will no doubt discover other ways to accommodate individual differences and adapt these suggestions to your teaching style. If these units suggest a starting point for your planning and enough specifics to make that planning easier, then they will have succeeded in their purpose.

THE FLAG

THE FLAG

OBJECTIVE: Identify the 3 colors of the U.S. flag in colloquial order (i.e., red, white, and blue).

VOCABULARY: Flag, red-white-blue-green colors, American, U.S.

ACTIVITY

A. Introduce basic vocabulary with props and language modeling. Use U.S. flag and flags of other countries represented in class.

TEACHER ROLE

1) Pronounce vocabulary while pointing to appropriate referent:

- *U.S. flag
- *Mexican flag
- *other flags
- *red
- *white
- *blue
- *green

2) Pronounce above vocabulary and continue to point to each. Vary the order of the items pronounced.

3) Put vocabulary into phrases/sentences. Point only as needed to clarify meaning.

- *The Mexican flag is green, white and red.
- *The U.S. flag is RED, white, and blue. (Whenever you say the sequence RED, white and blue, say "red" in a loud voice and either stamp your foot or pound the table to emphasize RED as 1st in sequence.)

STUDENT ROLE

1) Listen and watch.

2) Listen, point, and repeat after teacher.

3) Listen, repeat and point to appropriate flag or color.

ACTIVITY

B. Extend basic vocabulary into other situations to clarify concepts using any available classroom objects for concrete examples of colors.

TEACHER ROLE

- 1) Point to other objects in class that are red, white or blue and put the color words into sentences naming those objects.
 - *I see a red fire extinguisher...red.
 - *I see a white pencil...white.
 - *There is a blue notebook...blue.

- 2) Ask students to point to something red-or white-or blue.

- 3) Point to objects in classroom:
 - *What color is this?Point to lots of red, white and blue—in that order. (Occasionally point to some other color.)

STUDENT ROLE

- 1) Listen, point and repeat colors. (More advanced students will be able to repeat other words, phrases or the complete sentence.)

- 2) Point to object and correctly say its color. (More advanced students may also name the object, use a phrase or a sentence.)

- 3) Answer the question by correctly identifying the color of the object being pointed to. (For the other colors, some students will respond correctly; other students will only listen or repeat.)

ACTIVITY

C. Incorporate basic vocabulary into questions that may be asked on INS test.

TEACHER ROLE

- 1) Pronounce question and appropriate short answer several times.
 - *What are the colors of the U.S. flag?Red, white, and blue.
(This is a good place to explain that it's the "American" way to say the order of the colors as Red, white, and blue. It's good to learn this way so students will make the right first impression during their INS interview.)

STUDENT ROLE

- 1) Listen and repeat. After several repetitions, students provide the answer—as a group and as individuals.

2) Pronounce question and model for students using "backward buildup"—phrase by phrase learning starting at the end of a sentence.

- *the flag
- *the United States flag
- *the colors
- *the colors of the United States flag
- *what are
- *What are the colors of the United States flag?

3) Model the correct short answer and then model the full sentence answer as in Steps 1 and 2.

- *The color of the United States flag is red, white and blue.

4) Check and help individuals.

5) Finish by asking different individuals/the group.

2) Listen and repeat phrases until can ask the full question.

3) Students ask the question of the teacher.

4) Work in pairs to answer this question. The answer can be given as a complete sentence or just as a short answer: red, white, and blue.

5) Respond to questions.

ACTIVITY

D. Present basic vocabulary in different forms of the question.

(Listening check: Throw in a question about the colors of the flag of Mexico.)

TEACHER ROLE

1) Explain that the form of the questions may vary and that listening for key words can help students identify a question—even if it is asked in a new way.

- *what color is the flag?
- *what are the colors of the U.S. flag?
- *Tell me the colors of the American flag.

STUDENT ROLE

1) Listen carefully and respond with long or short answer.

OBJECTIVE: Identify number of stars on the U.S. flag and state that they represent the 50 states.

VOCABULARY: star, numbers, how many, states, the "Union", represent, stand for, mean

ACTIVITY

A. Review previous vocabulary.

TEACHER ROLE

1) Give each group a small flag or picture of a flag and ask questions from earlier lessons.

STUDENT ROLE

1) Move chairs into groups of 2 or 3.

ACTIVITY

B. Introduce new words with props and language modeling.

TEACHER ROLE

1) Pronounce new vocabulary (star) while pointing to appropriate referent on the flag. (Can use a hand motion that looks like flicking drops of water at someone each time you say "star.")
*star
*one star
*many stars

2) Put vocabulary into phrases/sentences and count the stars. Work with each group to give individual help.
*How many stars?
*How many stars are on the flag?

3) Hand out alphabetical list of states. Discuss names of states, states students have lived in, etc.

STUDENT ROLE

1) Listen, point or gesture, and repeat.

2) Listen and repeat. Count stars out loud in group. Answer question and write the answer (50) several times for practice. When a student writes the digits "5-0", he should be saying aloud, or at least whispering, "fifty."

3) Work in pairs to identify any states they recognize—have lived in, etc., and share with group.

ACTIVITY

C. Introduce names of states and number of states.

TEACHER ROLE

1) Demonstrate that there are 50 states in the United States and tie that to the 50 stars.

*How many stars are on the flag?

*How many states are there?

*What do the stars stand for?

Check on individuals as they work. Some may only be able to work on 1-5; adjust the learning to each student's level.

2) Practice numbers by asking questions about different states on the list.

*Can you find New Mexico?

*Put your finger on New Mexico.

*What number is it?

*Everyone say the number.

*Now find "X" state.

*What number is it?

*Find state number "X."

*What state is it?

STUDENT ROLE

1) Work in pairs. Number 1-50 down the list of states. Count aloud as they number. Each pair can decide who will write or switch at 25.

2) Listen and respond with number or name of state.

ACTIVITY

D. Incorporate vocabulary in questions that may be asked on INS test.

TEACHER ROLE

1) Pronounce questions and appropriate short and long answers using the techniques described earlier for learning the colors of the flag in Part C and D.

*How many stars are on the flag?

*How many states are there?

*How many states are there in the United States?

*How many states are in the "Union?"

*What do the stars represent? stand for? mean?

STUDENT ROLE

1) Listen, repeat, respond to questions. Ask and answer questions in pairs.

OBJECTIVE: Identify the number of stripes on the U.S. flag and state that they represent the 13 original colonies.

VOCABULARY: stripe, original, colonies

ACTIVITY

A. Review previous questions and vocabulary.

TEACHER ROLE

1) Ask questions of group and individuals. Vary the format and the order of the questions you ask.

STUDENT ROLE

1) Listen and respond to questions.

ACTIVITY

B. Introduce new vocabulary with props and language modeling.

TEACHER ROLE

1) Pronounce new vocabulary while pointing to appropriate referent. (Can use a horizontal motion from left to right with index finger each time you say "stripe.")

- * stripe
- * one stripe
- * one red stripe
- * 2 red stripes
- * red and white stripes
- * many stripes, etc.

2) Pronounce above vocabulary and continue to gesture and/or point to each. Vary the order of the items being presented.

3) Put vocabulary into phrases/sentences.

- * What colors are the stripes?
- * How many stripes are on the flag?

Always include some review questions to practice AND avoid rote answers.

- * How many stars?
- * What are the 3 colors of the U.S. flag?

STUDENT ROLE

1) Listen, gesture and watch.

2) Listen, gesture and watch.

3) Repeat and respond to questions. Work in pairs to count the stripes. Count orally in English. (For fun, have them try to point to the stripes from the bottom to top and count backward.)

ACTIVITY

C. Introduce the idea of 13 colonies/13 original states.

TEACHER ROLE

1) Direct students to work in pairs as you read the name of each of the original states.

- * Virginia
- * Who founded it?
- * What number is it?

As you read each original state, emphasize the initial sound to help students locate it. During this exercise, some students will be focusing on names of states and learning to read them; others will be listening just to the numbers and the word "stripe," depending on their ability level.

2) Discuss in English and Spanish, "What is a colony?". Be sure to talk about colonies of Spain in Latin America. Be careful! In modern Mexican Spanish, "colonia" means a suburb of a city!

STUDENT ROLE

1) Listen and repeat. Find the state name; point to it; put a check by its number. Draw a long stripe across the paper at each state.

- * Virginia

(See "finished product" sample of list of states.)

2) Discuss in Spanish what students have learned about colonies in their home countries. Are there colonies today? Be open for some interesting discussion.

ACTIVITY

D. Incorporate vocabulary in questions that may be asked on the INS test.

TEACHER ROLE

1) Pronounce questions and appropriate long and short answers using the techniques described earlier for learning the colors of the flag in Part C and D.

STUDENT ROLE

1) Listen-repeat-respond to questions. Ask and answer questions in pairs.

OBJECTIVE: Generate ideas in English about the flag and use them in a language experience activity.

ACTIVITY

A In discussion, elicit student ideas to compose a short paragraph about the U.S. flag (record ideas on the blackboard).

TEACHER ROLE

1) Explain language experience process in simple steps. "We're going to read and write about the U.S. flag. If you tell me some things you know about the flag, I'll write them and we'll read your words."

2) Record student sentences on the blackboard. Teacher should accept all sentences given in any form; you may make any necessary changes to put them into standard English when writing them on the board.

STUDENT ROLE

1) Individual students share information orally about the flag.

2) Listen and watch information being recorded.

ACTIVITY

B. Group reading of "language experience" paragraph on board.

TEACHER ROLE

1) Read complete paragraph first time—quickly; second time—slowly. Point to words on board as you are reading.

2) Ask for students to talk about the written ideas in Spanish.

3) Read again, this time breaking sentences into shorter phrases for students to repeat. Again, point to words as you are reading.

4) Read complete paragraph, pointing to words during reading. Ask students to join you in a whisper.

STUDENT ROLE

1) Listen and watch as paragraph is read.

2) Discuss ideas in Spanish (direct translation not necessary).

3) Students watch words as teacher points; listen and repeat phrases.

4) Follow along and whisper or "mouth" the words.

ACTIVITY

C. Individual reading of "language experience" paragraph on board.

TEACHER ROLE

1) On blackboard, number each sentence. Remind students that a sentence is a complete idea.

2) Tell the group that each student will choose one sentence to read aloud. Read the paragraph once more (pointing to words on board), reminding students that next they will choose any sentence they want to read. (It does not matter if many students choose the same sentence, or if many students choose the "easy" sentences. Choosing their own success level will help students reach for higher goals later.)

3) Give individual help as pairs are practicing. Check each student's understanding of their sentence, either by questioning or by asking for translations.

4) Ask individual students to read their chosen sentence. Either ask random students, or ask all sentence 1's, then all sentence 2's; call on volunteers, etc.

5) Remind students that IF they choose the individual test at the INS Legalization Office, reading a sentence or sentences is included. Sometimes students want to try other sentences, when reminded that this skill is directly related to INS testing.

STUDENT ROLE

1) Read each sentence silently while numbers are marked.

2) Students listen and identify which sentence he/she wishes to read.

3) Students practice "their sentences" in pairs

4) Listen to each other read the sentences and read when called on. (When this is the first individual oral reading in English sometimes there is spontaneous applause for "surviving" this activity, a stressful one for many adult learners.)

ACTIVITY

D. Copy from the language experience paragraph on board.

TEACHER ROLE

1) Ask students to copy what is written on the board into their notebooks. Do not require a **complete** copy of all students. Some will finish it all quickly, some will need more time—either **give** them more time, or ask them to do only 1 or 2 sentences, and they will get a printed handout later. Emphasize copying correctly rather than quickly. Individually watch how students are working and offer suggestions.

STUDENT ROLE

1) Copy as much or as little as level allows. Beginning literacy students may need to choose just one word or phrase and practice copying **just** that many times. Advanced students may copy the complete paragraph 2 times and then try to memorize it and write it without looking.

ACTIVITY

E. Follow-up review for later date. Teacher has made printed handout copies of the language experience paragraph the class wrote.

TEACHER ROLE

1) Review all steps in language experience, but this time use the printed handouts rather than the blackboard.

STUDENT ROLE

1) Review all steps in language experience, but this time use the printed handouts rather than the blackboard.

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Social Security Number

(finished product)

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
- ✓ 7. Connecticut
- ✓ 8. Delaware
9. Florida
- ✓ 10. Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- ✓ 11. Maryland
- ✓ 12. Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- ✓ 13. New Hampshire
- ✓ 14. New Jersey
- New Mexico
- ✓ 15. New York
- ✓ 16. North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- ✓ 17. Pennsylvania
- ✓ 18. Rhode Island
- ✓ 19. South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- ✓ 20. Virginia
- Washington
- West Virginia
49. Wisconsin
50. Wyoming

Social Security Number

□□□

□□

□□□□

CHEAT SHEET FOR TEACHERS

The names and dates for the founding of the thirteen English colonies and the names of the founders are as follows:

<u>Names of Colony</u>	<u>Founded By</u>	<u>Date</u>
1. Virginia	London Company	1607
2. Massachusetts	Puritans of the Massachusetts Bay Colony	1620
3. New Hampshire	John Mason	1629
4. Maryland	Lord Baltimore	1634
5. Rhode Island	Roger Williams	1636
6. Connecticut	Emigrants from Massachusetts	1636
7. Delaware	Swedes	1638
8. North Carolina	By eight nobles	1663
9. South Carolina	" " " "	1663
10. New York	Duke of York	1664
11. New Jersey	Berkeley	1664
12. Pennsylvania	William Penn	1681
13. Georgia	James Oglethorpe	1732

The Flag

- ① The flag of the United States has 3 colors.
- ② The colors are red, white, and blue.
- ③ The U.S. flag has 50 stars.
- ④ The stars are white.
- ⑤ The 50 stars represent the 50 states.
- ⑥ The U.S. flag has 13 stripes.
- ⑦ The stripes are red and white.
- ⑧ The 13 stripes represent the 13 original colonies of the United States.

INTRODUCTION TO THE AMENDMENTS
TO THE CONSTITUTION

Before beginning this new unit, there should be a general review of all information presented previously. This would include the units on The Flag, Geography, Names in History and Government, Early History, The Constitution, and the 3 Branches of Government. The review should be as detailed as student ability levels will allow.

Review sheets in Spanish and English for The Constitution (The Preamble, The Organization of Government, and The Amendments) are included in this section as examples.

The Bill of Rights and individual liberties is a very complicated subject. Students always have questions that are difficult to answer, especially in terms of the rights of immigrants (documented and undocumented.) It would be helpful to have a lawyer (bilingual, if possible) speak to your class on this subject. The INS Approved Community Immigration Services listed in the appendix should be able to refer you to good sources.

Note to teachers: For ESL teachers, or others who are not primarily social studies teachers, preparing a unit on the Bill of Rights will take a certain amount of background reading. The best source for me was Our Bill of Rights by Mary H. Manoni.

INTRODUCTION TO THE AMENDMENTS

OBJECTIVE: Students will be able to state that the Constitution can be changed, but understand that it is not an easy process.

VOCABULARY: Change, amendment, process, easy, difficult

ACTIVITY

A. Introduce commercial facsimiles of the U.S. Constitution and the Bill of Rights.

TEACHER ROLE

1. Pass around copies of the documents. Elicit student reactions upon seeing copies of our original documents. (Do not read; just look at a few lines and note the way documents were written in the past.)

STUDENT ROLE

1. Express any comments or reactions about the documents.

ACTIVITY

B. Discuss reasons for needing to change a constitution.

TEACHER ROLE

1. Facilitate discussion on changing the Constitution. Examples of questions to consider:

- *Why should it be possible to change the "supreme law" of a country?
- *What are some reasons it's good that changes in the Constitution are hard to make?
- *What are some problems we might have because the U.S. Constitution is hard to change?
- *What do you know about how constitutions of other countries change?

STUDENT ROLE

1. Contribute ideas in either English or Spanish depending on ability level.

ACTIVITY

C. Introduce basic information on the Constitution and the process for amending the Constitution.

ACTIVITY

D. Practice new vocabulary in phrases, sentences, and questions.

2. As often as possible, rephrase student comments into simple English, model these sentences, and ask the group to repeat these ideas in English.

TEACHER ROLE

1. Provide information in English and Spanish to make these new concepts clear. Accept all comments and questions from students. Elicit these if none come up spontaneously.

*OK, somebody has to ask me a question about this...any question.

*OK, somebody tell me about "X" in your own words or in Spanish.

TEACHER ROLE

1. Summarize basic information from the "lecture" on the amendment process in the form of declarative sentences. (Use Spanish translation as much as necessary.)

*The supreme law of the U.S. is the Constitution.

*The Constitution is the supreme law of the U.S.

*The Constitution can be changed.

*It is possible to change the Constitution.

*It is not easy to change the Constitution.

*It is not an easy process to change the Constitution.

*It is difficult to change the Constitution.

*A change in the Constitution is "an amendment."

2. Listen and repeat. Make suggestions for ways to rephrase ideas being expressed by peers/self.

STUDENT ROLE

1. Listen, ask questions, make comments.

STUDENT ROLE

1. Listen and repeat as a group, in small groups, or as individuals. Use backward buildup when necessary (see Flag unit.)

ACTIVITY

E. Incorporate basic vocabulary into questions that may be asked on INS Test.

TEACHER ROLE

1. Change sentences into question form and give appropriate short answers.
2. Then model question with full sentence answers.
3. Have students work in pairs. Check each pair and give individual help.
4. Finish by asking different individuals/ the group. Vary the order of the questions and the form during this review session.

STUDENT ROLE

1. Listen and repeat.
2. Listen and repeat.
3. Work in pairs asking and answering the questions.
4. Respond to the questions appropriately.

ACTIVITY

F. Extend the use of key vocabulary concepts (easy/difficult) to situations in students' everyday lives to clarify these concepts.

TEACHER ROLE

1. Elicit student use of the vocabulary by asking specific questions at their level. Use translation if necessary to make it clear that hard=difficult in this context.
 - *Do you have an easy job or a hard job?
 - *Was your work today hard or easy?
 - *Is it easy or difficult to be a parent?
 - *Tell me about the amnesty process using the words easy or hard.
 - *Tell me about this English class using the words easy or hard.
 - *Give me an example of something that is hard/easy for you to do.
 - *Give me an example of something that is easy/difficult for you to learn.

STUDENT ROLE

1. Answer with either one word, a phrase, or a full sentence depending on individual level.

OBJECTIVE: Students will be able to state that there have been 26 amendments to the Constitution and give basic information about the Bill of Rights.

VOCABULARY: Bill, rights, power, liberty, freedom, individual, weak, strong

ACTIVITY

A. Introduce basic ideas about the 26 amendments and the Bill of Rights.

TEACHER ROLE

1. Provide background information on the need for the Bill of Rights:

*Make clear that in this case "Bill" means "list."

*Emphasize the concept that a **very** strong federal government necessitated the amendments guaranteeing individual freedoms.

*Emphasize that the Bill of Rights was meant to protect the liberties of **all persons** in the U.S., not only citizens.

*Many immigrants don't know their rights. Stress the importance of people knowing their rights, so they don't lose them.

STUDENT ROLE

1. Listen, ask questions, make comments.

ACTIVITY

B. Practice new vocabulary and concepts in phrases and sentences.

TEACHER ROLE

1. Summarize basic information from the discussion in the form of declarative sentences. (Use Spanish translation as much as necessary.)

*There are 26 Amendments to the Constitution.

*The first 10 amendments are the Bill of Rights

*Another name for the 1st 10 amendments is the Bill of Rights.

*The Bill of Rights was written in 1791.

STUDENT ROLE

1. Listen and repeat as a group, in small groups, or as individuals. Use backward buildup when necessary (see Flag unit.)

- *The 1st 10 amendments were written in 1791.
- *The federal government is very strong.
- *The people need to have protection of individual liberties.

ACTIVITY

C. Incorporate basic vocabulary into questions that may be asked on INS Test.

TEACHER ROLE

1. Change sentences into question form and give appropriate short answers.
2. Then model question with full sentence answers.
3. Have students work in pairs. Check each pair and give individual help.
4. Finish by asking different individuals/ the group. Vary the order of the questions and the form during this review session.

STUDENT ROLE

1. Listen and repeat.
2. Listen and repeat.
3. Work in pairs asking and answering the questions.
4. Respond to the questions appropriately.

ACTIVITY

D. Extend the use of key vocabulary concepts (weak/strong) to situations in students' everyday lives to clarify these concepts.

TEACHER ROLE

1. Elicit student use of the vocabulary by asking specific questions at their level.
 - *How do you feel today—weak or strong?
 - *Are you a strong person or a weak person?
 - *Is a baby weak or strong?
 - *Tell me about somebody who is weak or strong.
 - *Is it possible to be weak and strong at the same time?
 - *Give an example of a strong/weak personality/character.
 - *Tell me something about the government of your country using the concepts of weak and strong.

STUDENT ROLE

1. Answer with either one word, a phrase, or a full sentence depending on individual level.

OBJECTIVE: Students will identify 2 rights that are protected by the 1st amendment.

VOCABULARY: Speech, expression, religion, church, press, newspapers, media, assembly, meetings, petition, sign

ACTIVITY

A. Introduce concept of "freedom of speech."

TEACHER ROLE

1. Facilitate discussion of "freedom of speech" using examples of what it means in the U.S.A. today and in other parts of the world. (Use Spanish as much as necessary for student comprehension, but repeat all information in simple English sentences.)

2. As often as possible, rephrase student comments into simple English, model these sentences, and ask the group to repeat these ideas in English.

STUDENT ROLE

1. Contribute ideas in either English or Spanish depending on ability level.

2. Listen and repeat. Make suggestions for ways to rephrase ideas being expressed by peers/self.

ACTIVITY

B. Practice specific English structure "I can" to express freedoms we have under the Bill of Rights.

TEACHER ROLE

1. Present the "I can" structure as a way to say "I have freedom of speech." Elicit student examples of ways to express this idea.

- *I can... express my ideas.
- *I can... speak my opinions.
- *I can... say things.

2. Repeat their phrases and model other examples.

STUDENT ROLE

1. Give examples of "I can" sentences.

2. Listen and repeat as a group and individuals.

ACTIVITY

C. Discuss the other first amendment rights.

TEACHER ROLE

1. Use the steps described in Activity A and B above to discuss the other first amendment rights: freedom of religion, freedom of the press, freedom of peaceful assembly, and freedom of petition.

STUDENT ROLE

1. Participate as described in Activity A and B above.

ACTIVITY

D. Work on sight vocabulary.

TEACHER ROLE

1. Write a list on the board of appropriate terms from the discussions of 1st Amendment guarantees. As each word is written, model pronunciation and have students explain in English or Spanish the meaning of each. For example:

- *speech
- *expression
- *religion
- *church
- *press

2. Number each word. Pronounce words from the list at random.

3. For each word and number point to the word on the board after the student response. Repeat word and number.

4. Using the same list, call out random numbers.

5. For each number and word given by the students, point to the word on the board. Repeat number and word.

STUDENT ROLE

1. Listen and repeat. Offer explanations in English or Spanish.

2. Students say the number corresponding to the word being pronounced.

3. Students listen and compare to theirs. High level students get reinforcement for pronunciation and reading. Low level students may get reinforcement for numbers, initial sounds and basic word recognition.

4. Students say word corresponding to number.

5. Students listen and compare.

ACTIVITY

E. Develop opinions about the freedoms being discussed.

TEACHER ROLE

1. Using list on board from Activity D, ask individual students to name 1 right or liberty protected by the first amendment.
2. Ask individuals to name 2 rights from the first amendment.
3. Have students reflect on the freedoms you have been discussing, and then ask each to state which is personally most important. Model this structure: "In my opinion, freedom of _____ is the most important right."

STUDENT ROLE

1. Listen and respond when called on/volunteer.
2. Listen and respond when called on/volunteer.
3. Express opinions in full sentence form using the model given by the teacher.

ACTIVITY

F. Role-play

TEACHER ROLE

1. Assign students to 5 groups of 2 or 3 each. Remaining students will be the audience. Give a sentence strip to each of the groups with one of these sentences printed on it:
 - *I can speak my opinions.
 - *I can go to any church.
 - *I can read any newspaper or book.
 - *I can go to any meeting.
 - *I can sign a petition.

Explain how this activity will work: each group will present the right on their paper for their audience. They may pantomime or speak, but they cannot use the words from the paper. The audience will try to guess which liberty they are describing.

STUDENT ROLE

1. Small groups pantomime, or present a short dialog to represent the right on their paper. The rest of the class guesses which right they are trying to communicate.

ACTIVITY

G. Language experience story

TEACHER ROLE

1. See unit on Flag for suggestions on managing a language experience activity.

STUDENT ROLE

1. Follow directions given by the teacher.

THE UNITED STATES CONSTITUTION _____ (_____) _____

Year

- * The supreme law of the U.S.
- * Describes the form of government:
 - * Representative Democracy
 - * Republic
- * Describes **how** the government works: * 3 Branches which are equal in importance, but have different responsibilities; "checks and balances"; 1 branch cannot control everything.

PARTS OF THE CONSTITUTION:

1. Preamble (Introduction - before the Constitution)

- * The people want a constitution because the people want a good government.
- * The people want a good government with these ideals:

1. union
2. justice
3. tranquility
4. defense
5. well-being
6. liberty

2. The Constitution (The Law) has 7 Articles or Parts.

- * Article #1 - The **LEGISLATIVE** Branch **writes** the laws.
- * Article #2 - The **EXECUTIVE** Branch **enforces** the laws.
- * Article #3 - The **JUDICIAL** Branch **explains** the laws.
- * Article #4 - Relations between the states.
- * Article #5 - The Constitution **can** be changed (Amendments).
- * Article #6 - The Constitution is the **supreme law**.
- * Article #7 - The Constitution must be **accepted** by the states.

3. Amendments (Changes) _____

- * Amendments #1-10 The **BILL OF RIGHTS**
 - Individual Liberty
 - The government is **STRONG**, but the people have **RIGHTS**
- * Amendments #11-_____
 - Other changes

Año

- PARTES DE LA CONSTITUCION:**

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APPENDIX

INS APPROVED COMMUNITY
IMMIGRATION SERVICES

INS Approved Community
Immigration Services

Catholic Social Services of Albuquerque, Inc.
801 Mountain Rd. NE
Albuquerque, NM 87125
(505) 247-9521

Casa Reina Catholic Charities
4th and Park/PO Box 807
Gallup, NM 87301
(505) 722-5511 or 863-4368

Immigration Service Center
401 E. Bland
Roswell, NM 88201
(505) 622-1774

Catholic Diocese of Las Cruces
105 N. Alameda
Las Cruces, NM 88004
(505) 523-3938

NM Farm and Livestock Bureau
816 S. Platinum
Deming, NM 88030
(505) 546-4220
(offers legalization help one day a month)

INS Legalization Offices

Albuquerque INS Office
1900 Bridge Blvd. SW
Albuquerque, NM 87105
(505) 766-2700

El Paso INS Office
7028 Alameda Avenue
Lakeside Shopping Center
El Paso TX 79915
(915) 534-6924

INS Toll-free Legalization Information
number: 1-800-777-7700

Employees of community-based agencies are **not** employees of the Immigration and Naturalization Service. Immigration counselors at these agencies have received advocacy training, which gives them a different perspective in helping clients with immigration matters. These advocates can usually take the interview time necessary to investigate various possibilities with a client, as well as respond to specific questions.

Teachers **should not** take it upon themselves to give legal advice. Any time your students ask you a legal question about immigration (and they will ask many) your best response is to refer them to a source where they can get correct information. Incorrect "advice" can be **fatal** to an applicant's immigration status. And unfortunately, what seems logical is often not correct in terms of immigration law.

DETERMINING FILING DEADLINES

¿CUANDO TENGO QUE SOLICITAR LA RESIDENCIA PERMANENTE?

Ud. tiene un año para presentar su solicitud de residencia permanente. Su año para solicitarla comienza 19 meses después de que Ud. solicitó la residencia temporal, o sea: 18 meses después que Ud. pagó los \$185.00. Si Ud. no presenta su solicitud durante este año, perderá su estatus legal. Esta tabla muestra cuando su año para solicitar la residencia permanente comienza y termina.

SI UD. PAGO PARA SOLICITAR LA RESIDENCIA TEMPORAL EN: *

Mayo 1987
Junio 1987
Julio 1987
Agosto 1987
Septiembre 1987
Octubre 1987
Noviembre 1987
Diciembre 1987
Enero 1988
Febrero 1988
Marzo 1988
Abril 1988
Mayo 1988

SU AÑO PARA SOLICITAR LA RESIDENCIA PERMANENTE COMIENZA EN:

Noviembre 1988
Diciembre 1988
Enero 1989
Febrero 1989
Marzo 1989
Abril 1989
Mayo 1989
Junio 1989
Julio 1989
Agosto 1989
Septiembre 1989
Octubre 1989
Noviembre 1989

SU AÑO PARA SOLICITAR LA RESIDENCIA PERMANENTE TERMINA EN:

Noviembre 1989
Diciembre 1989
Enero 1990
Febrero 1990
Marzo 1990
Abril 1990
Mayo 1990
Junio 1990
Julio 1990
Agosto 1990
Septiembre 1990
Octubre 1990
Noviembre 1990

IMPORTANTE: La fecha de vencimiento de su tarjeta I-688 no es la fecha que termina su periodo para solicitar la residencia permanente!

*En algunos casos, la fecha de vencimiento de su tarjeta de residencia temporal (I-688) no es la misma fecha en que Ud. pagó para solicitar la residencia temporal. Si tiene dudas, busque un consejero de inmigración, o una agencia comunitaria.

WORKSHEET: Dates for applying for permanent residency

1. Date you applied for Temporary Residence _____

NOTE: This is **WHEN YOU PAID \$185 FOR EACH PERSON**
(same as issue date on temporary residence card for some people)

2. Add 18 months to that date.

1 _____ 7 _____ 13 _____

2 _____ 8 _____ 14 _____

3 _____ 9 _____ 15 _____

4 _____ 10 _____ 16 _____

5 _____ 11 _____ 17 _____

6 _____ 12 _____ 18 _____

3. The date in the circle is the first day you may apply for permanent residency. Write the date here _____

4. Now, add one year. Write that date _____
This is the **last** date you can apply for permanent residency.

5. How long will it take you to fill out the application? _____

6. How much money do you need for the application? _____

7. What else do you need to do to apply? _____

8. When do you plan to take the test? _____

(Developed by Vicky Ramakka/San Juan College, Farmington)

APPLICATION PACKET

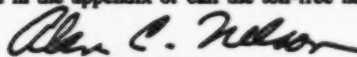
A TEMPORARY RESIDENT'S GUIDE TO APPLYING FOR PERMANENT RESIDENCE

To Temporary Resident Aliens:

When you applied for temporary resident status you took a step — a large step toward legalizing your status and becoming a part of the American Mainstream. The Immigration Reform and Control Act of 1986 provided for a two-part legalization process. You completed the first part of this process when you were granted temporary residence. The second part of the process requires your application for change of status from a temporary resident to that of a permanent resident.

This booklet contains the forms and information you need to apply for permanent residence. In addition, useful information on various topics such as employment and travel is provided.

If you have questions that are not answered in this booklet please contact one of the INS offices listed in the appendix or call the toll-free number 1-800-777-7700.



Alan C. Nelson
Commissioner
U. S. Immigration and Naturalization Service



Immigration and Naturalization Service

M-306 (9-88)

Important Notice

Corrections to Form M-306

Please read before continuing further.

This guide was prepared before the final regulations governing the application process were published. The final regulations and program operational changes make necessary the following changes in this guide.

Text Changes

Fee - A fee of eighty dollars (\$80.00) for each I-698 application is required at the time of filing with the Immigration and Naturalization Service. The maximum amount payable by a family (husband, wife, and children under 18 years of age living at home) shall be two hundred and forty dollars (\$240.00). Fees are not refundable regardless of the action taken on the application. All fees must be in the form of a U.S. Postal Money Order, Money Order, or Bank Check. Cash or personal checks of any type will not be accepted. All money orders and bank checks must be made payable to "Immigration and Naturalization Service." You will receive a fee receipt after your application is received and processed at a Regional Processing Facility. Any stop payment action taken by you or your representative will cause the Service to terminate action on the application.

Page 1 - The post office box for the Southern Regional Processing Facility has been changed to P.O. Box 569570, and the ZIP Code has changed to 75356-9570.

Page 2 - The instruction pertaining to documents has been changed. The phrase "without a certified copy" is deleted from the ninth (9th) line of this section.

Form Changes

I-698 - *Application to Adjust Status from Temporary to Permanent Resident (under Section 245A of Public Law 99-603).*

Page 2, item #19 A. - Grounds for exclusion which may not be waived. The following is added to the end of the statement pertaining to ground #23.

". . . , except for a single offense of simple possession of thirty grams or less of marijuana."

I-690 - *Application for Waiver of Grounds of Excludability under Sections 245A or 210 of the Immigration and Nationality Act.*

Instruction 2, Fee. - The following is added after the sentence "Applicants residing in Guam make cashier's check or money order payable to 'Treasurer, Guam.'"

"Applicants residing in the Virgin Islands and Guam who are filing this application along with an I-698 application to a Regional Processing Facility must make their cashier's check or money order payable to 'Immigration and Naturalization Service."

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I. The Application Process

How to File

A separate application must be filed by each applicant. Applications must be typewritten or clearly printed in ink and completed in full. If extra space is needed to answer any item, attach a continuation sheet and indicate your name, A90 number and item number. Applications must be mailed to one of the four Regional Processing Facilities depending on where you reside. (See below.)

If you reside in:

Connecticut; Delaware; District of Columbia; Maine; Maryland; Massachusetts; New Hampshire; New Jersey; New York; Pennsylvania; Puerto Rico; Rhode Island; Vermont; Virgin Islands; Virginia; or West Virginia;

Mail application to:

Regional Processing Facility
U.S. Immigration and Naturalization Service
P.O. Box 968
Williston, VT 05495

If you reside in:

Alaska; Colorado; Idaho; Illinois; Indiana; Iowa; Kansas; Michigan; Minnesota; Missouri; Montana; Nebraska; North Dakota; Ohio; Oregon; South Dakota; Utah; Washington; Wisconsin; or Wyoming;

Mail application to:

Regional Processing Facility
U.S. Immigration and Naturalization Service
Federal Building and U.S. Courthouse
100 Centennial Mall, Room B-25
Lincoln, NE 68508

If you reside in:

Alabama; Arkansas; Florida; Georgia; Kentucky; Louisiana; Mississippi; New Mexico; North Carolina; Oklahoma; South Carolina; Tennessee; or Texas;

Mail application to:

Regional Processing Facility
U.S. Immigration and Naturalization Service
P.O. Box 569710
Dallas, TX 75356-9710

If you reside in:

Arizona; California; Guam; Hawaii; or Nevada;

Mail application to:

Regional Processing Facility
U.S. Immigration and Naturalization Service
P.O. Box 30030
Laguna Niguel, CA 92677-0030

Note: It is recommended that you retain a complete copy of your application for your records.

Fee

A fee of eighty dollars (\$80.00) for each I-698 application is required at the time of filing with the Immigration and Naturalization Service. The maximum amount payable by a family (husband, wife, and children under 18 years of age living at home) shall be two hundred and forty dollars (\$240.00). Fees are not refundable regardless of the action taken on the application. All fees must be in the form of a U.S. Postal Money Order, Money Order, or Bank Check. Cash or personal checks of any type will not be accepted. All Money Orders and Bank Checks must be made payable to "Immigration and Naturalization Service". You will receive a fee receipt after your application is received and processed at a Regional Processing Facility. Any stop payment action taken by you or your representative will cause the Service to terminate action on the application.

M-308 (10/88)

Photographs

Submit with the application one color photograph of yourself taken within thirty (30) days of the date of the application. Two additional color photographs will be required at the time of the interview. *Do not send these two additional photographs with the I-698 application.* The photos must have a white background, be glossy, unretouched, and not mounted; dimension of facial image should be about one inch from chin to top of hair. You must be shown in the photos in a three-fourths frontal view showing right side of face with right ear and both eyes visible. Your name and A90 million file number should be placed lightly in pencil on the back of the photographs.

Medical Examination

A medical examination form (I-693) is required only for those applicants who were *not* given a serologic test for human immunodeficiency virus (HIV) infection as part of their medical examination when applying for temporary residence. If you are 15 years of age or older and your medical examination for temporary residence did *not* include a serologic test for HIV, you should choose a doctor from a list of doctors or clinics in your area that have been approved by the Immigration and Naturalization Service to perform medical examinations and make arrangements with the doctor or clinic to have a serologic test for HIV.

Note: If you must comply with this requirement you do not have to undergo another complete medical examination. The medical examination form need only reflect the results of the serologic test.

Documents—General

The submission of original documents is not required at the time of filing your application (Form I-698). Copies certified as true and complete by a qualified designated entity in good-standing or by your attorney or accredited representative in the format prescribed in 8 CFR 204.2(j)(1) or (2) may be submitted with Form I-698. Original documents must be presented when, and if, requested by the Service. If any original document is submitted without a certified copy, it will be retained by the Service. Any document in a foreign language must be accompanied by a summary translation into English. A summary translation is a shortened version of the document's text but includes all pertinent facts. The translator must certify that he/she is competent to translate into English and that the translation is accurate.

Regional Processing Facility

The Service has four Regional Processing Facilities where applications will be received and processed. Once received at a Regional Processing Facility your application will be reviewed for completeness and examined by INS personnel to determine your eligibility and admissibility as an immigrant. Once the application is reviewed and examined an interview will be scheduled for you.

Interview

Interviews will take place at selected INS offices throughout the United States. It is important that you bring your "appointment for interview notice" and any other requested information to the interview. You must also bring Form I-688, Temporary Resident Card to the interview as this card will be modified to reflect temporary evidence of permanent residence until such time as your I-551, Alien Registration Card is received through the mails.

II. Confidentiality and Penalties for False Statements

As in the temporary resident application process, the information provided in your permanent resident application is strictly confidential and may only be used to make a determination on the application or for the enforcement of penalties for false statements. The information provided is subject to verification by the Immigration and Naturalization Service.

The authority to require you to file Form I-698, Application to Adjust Status From Temporary to Permanent Resident, is contained in the "Immigration Reform and Control Act of 1986." The information is necessary to determine whether you are eligible for

permanent resident status and for preparing the Alien Registration Card (I-551). All questions must be answered. Failure to answer any question may result in a processing delay or denial of the application.

Penalties for False Statement in Applications

Whoever files an application for adjustment of status under Section 245A of the Act and who knowingly and willfully falsifies, misrepresents, conceals or covers up a material fact or makes any false, fictitious, or fraudulent statements or representations, or makes or uses any false writing or document knowing the same to contain any false, fictitious, or fraudulent statement or entry will be subject to criminal prosecution.

III. I-772—Declaration of Intending Citizen

Section 274B of the Immigration and Nationality Act prohibits discrimination in employment hiring and firing based on an individual's national origin or citizenship status. To be afforded the protection of this section a temporary resident alien must file a notice of intent to become a U.S. citizen (I-772). A sample of the I-772 appears below. A I-772 can be

UNITED STATES DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

DECLARATION OF INTENDING CITIZEN
(This declaration is the evidence of intent to become a permanent resident.)

(1) My full name and current name is _____

(2) Other names used: _____

(3) My present place of residence is _____

(4) I am an alien residing in the United States since _____

(5) I have been granted admission for permanent residence as _____

(6) I have been granted the status of an alien lawfully admitted for permanent residence under section 245A of the Immigration and Nationality Act as _____

(7) I have been admitted as a citizen under section 301 of the Immigration and Nationality Act as _____

(8) I have been granted naturalization under section 308 of the Immigration and Nationality Act as _____

(9) I hereby declare my intention to good faith to become a citizen of the United States.

I do hereby declare that the statements I have made and the information I have furnished in this Declaration of Intending to become a citizen is true and correct to the best of my knowledge and belief.

PENALTIES FOR SUBMITTING FALSE INFORMATION
Federal law provides for imprisonment and/or fine for any false statement made in connection with this Declaration.

Received and filed by: _____ (INS Officer)

Date of filing: _____

Page 1 of 1 (I-772) (Rev. 11-15-82)

I-772—Declaration of Intending Citizen

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0132
Application for Waiver of Grounds of Excludability
(Sec. 245A or Sec. 210 of the Immigration and Nationality Act)

Please begin with item #1, after carefully reading the instructions.

The block below is for Government Use Only.

Name and Location (City or Town) of Qualified Designated Entity	Fee Stamp
	Fee Receipt No. (This application)
Qualified Designated Entity I.D. No.	Fee No. (This applicant) A -

Applicant: Do not write above this line. See instructions before filling in application. If you need more space to answer fully any question on this form, use a separate sheet and identify each answer with the number of the corresponding question. Fill in with typewriter or print in block letters in ink.

1. Family Name (Last Name in CAPITAL Letters) (First Name) (Middle Name)		2. Date of Birth (Month/Day/Year)	
3. Address (No. and Street) (Apt. No.) (City/Town) (State/Country) (ZIP/Postal Code)			
4. Place of Birth (City or Town and County, Province or State) (Country)		5. Social Security Number	
6. Date of visa application (Month/Day/Year)—for: ☐ Permanent ☐ Temporary Residence		7. Visa applied for at:	
8. I am inadmissible under Section(s): ☐ 212 (a) (1) ☐ 212 (a) (6) ☐ 212 (a) (19) ☐ 212 (a) (3) ☐ 212 (a) (12) ☐ Other 212 (a) Specify Section ()			
9. List reasons of excludability; if active or suspected tuberculosis, the reverse of the page must be completed.			
10. List all immediate relatives in the United States (parents, spouse and children):			
Name	Address	Relationship	Immigration Status
11. I should be granted a waiver because: (Describe family unity considerations or humanitarian or public interest reasons for granting a waiver). If more space is needed attach an additional sheet.			
12. Applicant's Signature		13. Date (Month/Day/Year)	

INS USE ONLY

Recommended by:

(Print or Type Name and Title)

Date

Signature

I.D.#

Director, Regional Processing Facility

Form I-690 (02/14/87)

C. Signature of Health Officer	
Print or Type Name of Health Officer*, and Official Name and Complete Address of Local Health Department.	Date

Statement: This endorsement signifies recognition of the physician or facility for the purpose of providing care for tuberculosis.

Instructions: If the facility or physician who signed in Section B is not in your health jurisdiction and is not familiar to you, you may wish to contact the health officer responsible for the jurisdiction of the facility or physician prior to endorsing this document.

C. LOCAL OR STATE HEALTH OFFICER

B. Signature of Physician	
Print or Type Name and Address of Physician and Facility. (If military, enter name and address of receiving hospital and mail directly to Centers for Disease Control, Atlanta, GA 30333.)	Date

4. ☐ Private Practice or Private Health Facility under contract with the Immigration and Naturalization Service.

3. ☐ Other Public Health Facility

2. ☐ Military Hospital

1. ☐ Local Health Department

I represent (enter X in the appropriate box and type or legibly print name and address of facility):

Statement: I agree to supply any treatment or observation necessary for the proper management of the alien's tuberculous condition. I agree to submit Form CDC 75-18 to the health officer named below (Section C) within thirty (30) days of the alien's reporting for care, indicating presumptive diagnosis, test results, and plans for future care of the alien. Satisfactory financial arrangements have been made.

and the alien's signature on the other side of this form are identical.

Instructions: This section of Form 1-690 may be executed by a physician in private practice (under contract with the Immigration and Naturalization Service), or a physician employed by a health department, other public health facility, or military hospital.

B. PHYSICIAN OR HEALTH FACILITY

A. Signature of Applicant	Date
---------------------------	------

Statement: I have reported to the physician or health facility named in Section B; have presented all X-Rays used in the legalization medical examination to substantiate diagnosis; will submit to such examinations, treatment, isolation, and medical regimen as may be required; and will remain under the prescribed treatment or observation whether on inpatient or outpatient basis, until discharged at the discretion of the physician named, or a physician representing the facility named in Section B. Satisfactory financial arrangements have been made. (NOTE: This statement does not relieve you from submitting evidence to establish that you are not likely to become a public charge.)

Instructions: Leave this side blank if your Application for Waiver of Grounds of Excludability is for any reason other than active or suspected tuberculosis. If your application is due to active or suspected tuberculosis, take this form to any physician or medical facility under contract with the Immigration and Naturalization Service. Have the physician complete Section B. You must sign Section A (below) in the presence of the physician. If medical care will be provided by a physician who checked Box 3 or 4 in Section B, have Section C completed by the local or State Health Officer who has jurisdiction in the area where you reside. Present the form to the Health Officer after Sections A and B on this side, and all sections on the other side have been completed.

A. APPLICANT

U.S. Department of Justice
Immigration and Naturalization Service

Application to Adjust Status from Temporary to Permanent Resident
(Under Section 245 A of Public Law 99-603)

OMB No. 1115-0155

Please read instructions: fee will not be refunded.		Fee Stamp	
INS Use: Bar Code			
Address Label			
(Place adhesive address label here from booklet or fill in name and address, and A 90 million file number in appropriate blocks.)		Applicant's File No. A - 9 _____	
1. Family Name (Last Name in CAPITAL Letters) (See instructions) (First Name) (Middle Name)		2. Sex ☐ Male ☐ Female	
3. Name as it appears on Temporary Resident Card (I-689) if different from above.		4. Phone No.'s (Include Area Codes) Home: Work:	
5. Reason for difference in name (See instructions)			
6. Home Address (No. and Street)		(Apt. No.) (City) (State) (Zip Code)	
7. Mailing Address (if different)		(Apt. No.) (City) (State) (Zip Code)	
8. Place of Birth (City or Town)		(County, Province or State) (Country)	
9. Date of Birth (Month/Day/Year)			
10. Your Mother's First Name		11. Your Father's First Name	
		12. Enter your Social Security Number _____	
13. Absences from the United States since becoming a Temporary Resident Alien. (List most recent first.) (If you have a single absence in excess of 30 days or the total of all your absences exceeds 90 days, explain and attach any relevant information.)			
Country	Purpose of Trip	From (Month/Day/Year)	To (Month/Day/Year)
			Total Days Absent
14. When applying for temporary resident alien status, I ☐ did ☐ did not submit a medical examination form (I-693) with my application that included a serologic (blood) test for human immunodeficiency virus (HIV) infection. (If you did not, submit a medical examination form (I-693) with this application that includes a serologic test for HIV.)			
15. Since becoming a temporary resident alien, I ☐ have ☐ have not been arrested, convicted or confined in a prison. (If you have, provide the date(s), place(s), specific charge(s) and attach any relevant information.)			
16. Since becoming a temporary resident alien, I ☐ have ☐ have not been the beneficiary of a pardon, amnesty (other than legalization), rehabilitation decree, other act of clemency or similar action. (If you have, explain and attach any relevant documentation.)			
17. Since becoming a temporary resident alien, I ☐ have ☐ have not received public assistance from any source, including but not limited to, the United States Government, any state, county, city or municipality. (If you have, explain, including the name(s) and Social Security Number(s) used and attach any relevant information.)			

18. Concerning the requirement of minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States: (Check appropriate block under Section A or B.)

A. I will satisfy these requirements by:

- ☐ Examination at the time of interview for permanent residence.
☐ Satisfactorily pursuing a course of study recognized by the Attorney General.

B. I have satisfied these requirements by:
☐ Having satisfactorily pursued a course of study recognized by the Attorney General (please attach appropriate documentation).
☐ Exemption, in that I am 65 years of age or older, under the age of 16, or I am physically unable to comply. (If physically unable to comply, explain and attach relevant documentation.)

19. Applicants for status as Permanent Residents must establish that they are not excludable from the United States under the following provisions of section 212 of the INA. An applicant who is excludable under a provision of section 212 (a) which may not be waived is ineligible for permanent resident status. An applicant who is excludable under a provision of section 212 (a) which may be waived may, if otherwise eligible, be granted permanent resident status, if an application for waiver on form I-690 is filed and approved.

B. Grounds for exclusion which may be waived:

- (1) Aliens who are mentally retarded.
 (2) Aliens who are insane.
 (3) Aliens who have suffered one or more attacks of insanity.
 (4) Aliens afflicted with psychopathic personality, sexual deviation, or a mental defect.
 (5) Aliens who are narcotic drug addicts or chronic alcoholics.
 (6) Aliens who are afflicted with any dangerous contagious disease.
 (7) Aliens who have a physical defect, disease or disability affecting their ability to earn a living.
 (8) Aliens who are paupers, professional beggars or vagrants.
 (9) Aliens who are polygamists or advocate polygamy.
 (10) Aliens who are prostitutes or former prostitutes, or who have procured or attempted to procure or to import, prostitutes or persons for the purpose of prostitution or for any other immoral purpose, or aliens coming to the United States to engage in any other unlawful commercialized vice, whether or not related to prostitution.
 (11) Aliens coming to the United States to engage in any immoral sexual act.
 (12) Aliens who have been excluded from admission and deported and who again seek admission within one year from the date of such deportation.
 (13) Aliens who have been arrested and deported and who reentered the United States within five years from the date of deportation.
 (14) Aliens who have procured or have attempted to procure a visa or other documentation by fraud, or by willfully misrepresenting a material fact.
 (15) Aliens who have applied for exemption or discharge from training or service in the Armed Forces of the United States on the ground of alienage and who have been relieved or discharged from such training or service.
 (16) Aliens who at any time shall have, knowingly and for gain, encouraged, induced, assisted, abetted, or aided any other alien to enter or to try to enter the United States in violation of law.

A. Grounds for exclusion which may not be waived:

- (1) Aliens who have been convicted of two or more offenses for which the aggregate sentence to confinement actually imposed were five years or more.
 (2) Aliens likely to become a public charge.
 (3) Aliens who have been convicted of a violation of any law or regulation relating to narcotic drugs or marijuana, or who have been illicit traffickers in narcotic drugs or marijuana.
 (4) Aliens who intend to engage in activities prejudicial to the national interest or unlawful activities of a subversive nature.
 (5) Aliens who are or at any time have been anarchists, or members of or affiliated with any Communist, or other totalitarian party, including any subdivision or affiliate thereof.
 (6) Aliens who have advocated or taught, either by personal utterance, or by means of any written matter, or through affiliation with an organization:
 1) Opposition to organized government;
 2) The overthrow of government by force or violence;
 3) The subverting or killing of government officials because of their official character;
 4) The unlawful destruction of property;
 5) Sabotage, or;
 6) The doctrines of world communism, or the establishment of a totalitarian dictatorship in the United States.
 (7) Aliens who, during the period beginning on March 23, 1933, and ending on May 8, 1946, under the direction of, and in association with:
 1) The Nazi government in Germany;
 2) Any area occupied by the military forces of the Nazi government in Germany;
 3) Any government established with the assistance or cooperation of the Nazi government in Germany;
 4) Any government which was an ally of the Nazi government ordered, incited, assisted or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion.
 (8) Aliens who at any time were exchange visitors subject to the two-year foreign residence requirement unless the requirement has been waived or waived pursuant to the provisions of section 212 (e) of the Act. (Does not apply to the Extended Voluntary Departure (EVD) classes of temporary residents.)
 (9) Aliens who are inadmissible under section 212 (a) of the Act.

Do any of the above classes apply to you?
☐ No ☐ Yes (If "Yes", attach an explanation, and any relevant documentation.)

Do any of the above classes apply to you?
☐ No ☐ Yes (If "Yes", attach an explanation, and any relevant documentation.)

20. If your native alphabet is other than Roman letters, write your name in your native alphabet.	21. Language of native alphabet.
22. Signature of Applicant - I CERTIFY, under penalty of perjury under the laws of the United States of America that the foregoing is true and correct. I hereby consent and authorize the Service to verify the information provided, and to conduct record checks pertinent to this application.	23. Date (Month/Day/Year)
24. Signature of person preparing form, if other than applicant. I DECLARE that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.	25. Date (Month/Day/Year)
26. Name and Address of person preparing form, if other than applicant (Type or print).	27. Occupation

U.S. Department of Justice
Immigration and Naturalization Service

Application for Waiver of Grounds of Excludability
(Sec. 245A or Sec. 210 of the Immigration and Nationality Act)

OMB #1115-0132

Please begin with item #1, after carefully reading the instructions.

The block below is for Government Use Only.

Name and Location (City or Town) of Qualified Designated Entity	Fee Stamp
	Fee Receipt No. (This application)
Qualified Designated Entity I.D. No.	File No. (This applicant) A -

Applicant: Do not write above this line. See instructions before filling in application. If you need more space to answer fully any question on this form, use a separate sheet and identify each answer with the number of the corresponding question. Fill in with typewriter or print in block letters in ink.

1. Family Name (Last Name in CAPITAL Letters) (First Name) (Middle Name)		2. Date of Birth (Month/Day/Year)	
3. Address (No. and Street) (Apt. No.) (City/Town) (State/Country) (ZIP/Postal Code)			
4. Place of Birth (City or Town and County, Province or State) (Country)		5. Social Security Number	
6. Date of visa application (Month/Day/Year)—for: ☐ Permanent ☐ Temporary Residence		7. Visa applied for at:	
8. I am inadmissible under Section(s): ☐ 212 (a) (1) ☐ 212 (a) (6) ☐ 212 (a) (19) ☐ 212 (a) (3) ☐ 212 (a) (12) ☐ Other 212 (a) Specify Section (_____)			
9. List reasons of excludability; if active or suspected tuberculosis, the reverse of the page must be completed.			
10. List all immediate relatives in the United States (parents, spouse and children):			
Name	Address	Relationship	Immigration Status
11. I should be granted a waiver because: (Describe family unity considerations or humanitarian or public interest reasons for granting a waiver). If more space is needed attach an additional sheet.			
12. Applicant's Signature		13. Date (Month/Day/Year)	

I&NS USE ONLY

Recommended by:

(Print or Type Name and Title) _____ Date _____

Signature _____ I.D.# _____ Director, Regional Processing Facility _____

Form I-690 (02/14/87)

A. APPLICANT

Instructions: Leave this side blank if your Application for Waiver of Grounds of Excludability is for any reason other than active or suspected tuberculosis. If your application is due to active or suspected tuberculosis, take this form to any physician or medical facility under contract with the Immigration and Naturalization Service. Have the physician complete Section B. You must sign Section A (below) in the presence of the physician.

If medical care will be provided by a physician who checked Box 3 or 4 in Section B, have Section C completed by the local or State Health Officer who has jurisdiction in the area where you reside. Present the form to the Health Officer after Sections A and B on this side, and all sections on the other side have been completed.

Statement: I have reported to the physician or health facility named in Section B; have presented all X-Rays used in the Legalization medical examination to substantiate diagnosis; will submit to such examinations, treatment, isolation, and medical regimen as may be required; and will remain under the prescribed treatment or observation whether on inpatient or outpatient basis, until discharged at the discretion of the physician named, or a physician representing the facility named in Section B. Satisfactory financial arrangements have been made. (NOTE: This statement does not relieve you from submitting evidence to establish that you are not likely to become a public charge.)

A. Signature of Applicant	Date
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B. PHYSICIAN OR HEALTH FACILITY

Instructions: This section of Form I-690 may be executed by a physician in private practice (under contract with the Immigration and Naturalization Service), or a physician employed by a health department, other public health facility, or military hospital.

Complete Section B (below) of this form, and have alien sign and date Section A (above) in your presence. Please be sure the alien's signature above, and the alien's signature on the other side of this form are identical.

Statement: I agree to supply any treatment or observation necessary for the proper management of the alien's tuberculous condition. I agree to submit Form CDC 75.18 to the health officer named below (Section C) within thirty (30) days of the alien's reporting for care, indicating presumptive diagnosis, test results, and plans for future care of the alien. Satisfactory financial arrangements have been made.

I represent (enter X in the appropriate box and type or legibly print name and address of facility):

- ☐ 1. Local Health Department
☐ 2. Military Hospital
☐ 3. Other Public Health Facility
☐ 4. Private Practice or Private Health Facility under contract with the Immigration and Naturalization Service.

B. Signature of Physician	Date
----------------------------------	-------------

Print or Type Name and Address of Physician and Facility. (If military, enter name and address of receiving hospital and mail directly to Centers for Disease Control, Atlanta, GA 30333.)

C. LOCAL OR STATE HEALTH OFFICER

Instructions: If the facility or physician who signed in Section B is not in your health jurisdiction and is not familiar to you, you may wish to contact the health officer responsible for the jurisdiction of the facility or physician prior to endorsing this document.

Statement: This endorsement signifies recognition of the physician or facility for the purpose of providing care for tuberculosis.

C. Signature of Health Officer	Date
---------------------------------------	-------------

Print or Type Name of Health Officer, and Official Name and Complete Address of Local Health Department.

U.S. Department of Justice
Immigration and Naturalization Service

**Application to Adjust Status from Temporary to Permanent Resident
(Under Section 245 A of Public Law 99-603)**

Please read instructions: fee will not be refunded.		Fee Stamp	
INS Use: Bar Code		Applicant's File No. A - 9 _ _ _ _ _	
Address Label			
(Place adhesive address label here from booklet or fill in name and address, and A 90 million file number in appropriate blocks.)			
1. Family Name (Last Name in CAPITAL Letters) (See instructions) (First Name) (Middle Name)		2. Sex ☐ Male ☐ Female	
3. Name as it appears on Temporary Resident Card (I-688) if different from above.		4. Phone No.'s (Include Area Codes) Home: _____ Work: _____	
5. Reason for difference in name (See instructions)			
6. Home Address (No. and Street)		(Apt. No.)	(City) (State) (Zip Code)
7. Mailing Address (if different)		(Apt. No.)	(City) (State) (Zip Code)
8. Place of Birth (City or Town)		(County, Province or State)	(Country)
9. Date of Birth (Month/Day/Year)			
10. Your Mother's First Name		11. Your Father's First Name	
12. Enter your Social Security Number		_ _ _ - _ _ - _ _	
13. Absences from the United States since becoming a Temporary Resident Alien. (List most recent first.) (If you have a single absence in excess of 30 days or the total of all your absences exceeds 90 days, explain and attach any relevant information.)			
Country	Purpose of Trip	From (Month/Day/Year)	To (Month/Day/Year)
14. When applying for temporary resident alien status, I ☐ did ☐ did not submit a medical examination form (I-693) with my application that included a serologic (blood) test for human immunodeficiency virus (HIV) infection. (If you did not, submit a medical examination form (I-693) with this application that includes a serologic test for HIV.)			
15. Since becoming a temporary resident alien, I ☐ have ☐ have not been arrested, convicted or confined in a prison. (If you have, provide the date(s), place(s), specific charge(s) and attach any relevant information.)			
16. Since becoming a temporary resident alien, I ☐ have ☐ have not been the beneficiary of a pardon, amnesty (other than legalization), rehabilitation decree, other act of clemency or similar action. (If you have, explain and attach any relevant documentation.)			
17. Since becoming a temporary resident alien, I ☐ have ☐ have not received public assistance from any source, including but not limited to, the United States Government, any state, county, city or municipality. (If you have, explain, including the name(s) and Social Security Number(s) used and attach any relevant information.)			

18. Concerning the requirement of minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States: (Check appropriate block under Section A or B.)

A. I will satisfy these requirements by:

- ☐ Examination at the time of interview for permanent residence.
☐ Satisfactorily pursuing a course of study recognized by the Attorney General.

B. I have satisfied these requirements by:

- ☐ Having satisfactorily pursued a course of study recognized by the Attorney General (please attach appropriate documentation).
☐ Exemption, in that I am 65 years of age or older, under the age of 16, or I am physically unable to comply. (If physically unable to comply, explain and attach relevant documentation.)

19. Applicants for status as Permanent Residents must establish that they are not excludable from the United States under the following provisions of section 212 of the INA. An applicant who is excludable under a provision of section 212 (a) which may not be waived is ineligible for permanent resident status. An applicant who is excludable under a provision of section 212 (a) which may be waived may, if otherwise eligible, be granted permanent resident status, if an application for waiver on form I-690 is filed and approved.

A. Grounds for exclusion which may not be waived:

• Listed by paragraph number of section 212 (a);

- ____ (9) Aliens who have committed or who have been convicted of a crime involving moral turpitude (does not include minor traffic violations).
 ____ (10) Aliens who have been convicted of two or more offenses for which the aggregate sentences to confinement actually imposed were five years or more.
 ____ (15) Aliens likely to become a public charge.
 ____ (23) Aliens who have been convicted of a violation of any law or regulation relating to narcotic drugs or marihuana, or who have been illicit traffickers in narcotic drugs or marihuana.
 ____ (27) Aliens who intend to engage in activities prejudicial to the national interests or unlawful activities of a subversive nature.
 ____ (38) Aliens who are or at any time have been anarchists, or members of or affiliated with any Communist or other totalitarian party, including any subdivision or affiliate thereof.
 ____ (29) Aliens who have advocated or taught, either by personal utterance, or by means of any written matter, or through affiliation with an organization:
 1) Opposition to organized government;
 2) The overthrow of government by force or violence;
 3) The assaulting or killing of government officials because of their official character;
 4) The unlawful destruction of property;
 5) Sabotage, or;
 6) The doctrines of world communism, or the establishment of a totalitarian dictatorship in the United States.
 ____ (33) Aliens who, during the period beginning on March 23, 1933, and ending on May 8, 1945, under the direction of, and in association with:
 1) The Nazi government in Germany;
 2) Any government in any area occupied by the military forces of the Nazi government in Germany;
 3) Any government established with the assistance or cooperation of the Nazi government of Germany;
 4) Any government which was an ally of the Nazi government of Germany;
 ordered, incited, assisted or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion.
 • Provisions of 212 (a):
 ____ Aliens who at any time were exchange visitors subject to the two-year foreign residence requirement unless the requirement has been satisfied or waived pursuant to the provisions of section 212 (a) of the Act. (Does not apply to the Extended Voluntary Departure (EVD) class of temporary resident aliens).

Do any of the above classes apply to you?

- ☐ No ☐ Yes (If "Yes", attach an explanation, and any relevant documentation. Please mark (X) on line before ground(s) of exclusion.)

B. Grounds for exclusion which may be waived:

• Listed by paragraph number of section 212 (a);

- ____ (1) Aliens who are mentally retarded.
 ____ (2) Aliens who are insane.
 ____ (3) Aliens who have suffered one or more attacks of insanity.
 ____ (4) Aliens afflicted with psychopathic personality, sexual deviation, or a mental defect.
 ____ (5) Aliens who are narcotic drug addicts or chronic alcoholics.
 ____ (6) Aliens who are afflicted with any dangerous contagious disease.
 ____ (7) Aliens who have a physical defect, disease or disability affecting their ability to earn a living.
 ____ (8) Aliens who are paupers, professional beggars or vagrants.
 ____ (11) Aliens who are polygamists or advocate polygamy.
 ____ (12) Aliens who are prostitutes or former prostitutes, or who have procured or attempted to procure or to import, prostitutes or persons for the purpose of prostitution or for any other immoral purpose, or aliens coming to the United States to engage in any other unlawful commercialized vice, whether or not related to prostitution.
 ____ (13) Aliens coming to the United States to engage in any immoral sexual act.
 ____ (16) Aliens who have been excluded from admission and deported and who again seek admission within one year from the date of such deportation.
 ____ (17) Aliens who have been arrested and deported and who reentered the United States within five years from the date of deportation.
 ____ (19) Aliens who have procured or have attempted to procure a visa or other documentation by fraud, or by willfully misrepresenting a material fact.
 ____ (22) Aliens who have applied for exemption or discharge from training or service in the Armed Forces of the United States on the ground of alienage and who have been relieved or discharged from such training or service.
 ____ (31) Aliens who at any time shall have, knowingly and for gain, encouraged, induced, assisted, abetted, or aided any other alien to enter or to try to enter the United States in violation of law.

Do any of the above classes apply to you?

- ☐ No ☐ Yes (If "Yes", attach an explanation, and any relevant documentation and submit Form I-690. Please mark (X) on line before ground(s) of exclusion.)

20. If your native alphabet is other than Roman letters, write your name in your native alphabet.	21. Language of native alphabet
22. Signature of Applicant - I CERTIFY, under penalty of perjury under the laws of the United States of America that the foregoing is true and correct. I hereby consent and authorize the Service to verify the information provided, and to conduct record checks pertinent to this application.	23. Date (Month/Day/Year)
24. Signature of person preparing form, if other than applicant. I DECLARE that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.	25. Date (Month/Day/Year)
26. Name and Address of person preparing form, if other than applicant (type or print).	27. Occupation

**Application for Waiver of Grounds of Excludability
Under Sections 245A or 210 of the Immigration and Nationality Act**

I-690 Instructions

*Please carefully read all of the instructions.
The fee will not be refunded.*

1. Filing the Application

The application and supporting documentation should be taken or mailed to an American Consulate if the applicant is outside of the United States and is applying for temporary resident status as a Special Agricultural Worker.

If the applicant is in the United States, a participating Qualified Designated Entity near your place of residence, or

The Service legalization office having jurisdiction over the applicant's place of residence or employment.

If an applicant for permanent residence under Section 245A of the Immigration and Nationality Act, the application should be mailed along with the I-698 application form to the Regional Processing Facility having jurisdiction over the applicant's residence.

2. Fee

A fee of thirty-five dollars (\$35.00), is required at the time of filing. The fee is not refundable regardless of the action taken on the application.

A separate cashier's check or money order must be submitted for each application. *All fees must be submitted in the exact amount.* The fee must be in the form of a cashier's check or money order. No cash or personal checks will be accepted. The cashier's check or money order must be made payable to "Immigration and Naturalization Service" unless applicant resides in the Virgin Islands or Guam. (Applicants residing in the Virgin Islands make cashier's check or money order payable to "Commissioner of Finance of the Virgin Islands." Applicants residing in Guam make cashier's check or money order payable to "Treasurer, Guam.")

A fee is not required if this application is filed for an alien who:

- Is afflicted with tuberculosis;
- Is mentally retarded; or
- Has a history of mental illness.

3. Applicants with Tuberculosis.

An applicant with active tuberculosis or suspected tuberculosis must complete Statement A on page two of this form. The applicant and his or her sponsor is also responsible for having:

Statement B completed by the physician or health facility which has agreed to provide treatment or observation, and

Statement C, if required, completed by the appropriate local or state health officer.

This form should then be returned to the applicant for presentation to the consular office, or to the appropriate office of the Immigration and Naturalization Service.

Submission of the application without the required fully executed statements will result in the return of the application to the applicant without further action.

4. Applicants with Mental Conditions.

An alien who is mentally retarded or who has a history of mental illness shall attach a statement that arrangements have been made for the submission of a medical report, as follows, to the office where this form is filed:

The medical report shall contain:

A complete medical history of the alien, including details of any hospitalization or institutional care or treatment for any physical or mental condition;

Findings as to the current physical condition of the alien, including reports of chest X-rays and a serologic test if the alien is 15 years of age or older, and other pertinent diagnostic tests; and

Findings as to the current mental condition of the alien, with information as to prognosis and life expectancy and with a report of a psychiatric examination conducted by a psychiatrist who shall, in case of mental retardation, also provide an evaluation of intelligence.

For an alien with a past history of mental illness, the medical report shall also contain available information on which the United States Public Health Service can base a finding as to whether the alien has been free of such mental illness for a period of time sufficient in the light of such history to demonstrate recovery.

The medical report will be referred to the United States Public Health Service for review and, if found acceptable, the alien will be required to submit such additional assurances as the United States Public Health Service may deem necessary in his or her particular case.

obtained by contacting an INS office. For additional information concerning immigration related unfair employment practices contact the Office of Special Counsel for Immigration Related Unfair Employment Practices by mail at P.O. Box 65490, Washington, D.C. 20035-7688 or by telephone at 1-800-255-7688 or 202-653-8121 or 202-653-5710 (for hearing impaired).

IV. Name Changes

If your name has changed you must submit a certified copy of the decree of the court or marriage certificate as appropriate. A married woman may file her application under either her maiden or present married name.

V. Eligibility Requirements

An application may be filed by any alien who was granted Temporary Resident status under Section 245A of the Immigration and Nationality Act as amended by the Immigration Reform and Control Act of 1986 and section 902 of the Department of State Authorization Bill of 1987. In order to be found eligible for Permanent Residence under Section 245A you must:

- a) Apply for such adjustment during the one year period beginning with the nineteenth month that begins after the date you were granted such temporary resident status;
- b) Reside continuously in the United States, that is since becoming a temporary resident alien no single absence from the United States exceeded thirty (30) days or the total of all absences exceeded ninety (90) days. A single absence from the United States of more than 30 days, or aggregate of more than 90 days during the period for which continuous residence is required for adjustment to permanent residence, shall break the continuity of such residence, unless you can establish to the satisfaction of the Service that you did not, in fact, abandon your residence in the United States during such period;
- c) Be found admissible to the United States as an immigrant, except as otherwise provided in the provisions of paragraph

(14), (20), (21), (25) and (32) of Section 212(a) of the Immigration and Nationality Act;

d) Have not been convicted of any felony or three or more misdemeanors committed in the United States;

e) Be able to demonstrate that you either;

- 1) Meet the requirements of Section 312 of the Immigration and Nationality Act, as amended (relating to minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States; *or*
- 2) Are satisfactorily pursuing a course of study recognized by the Attorney General, to achieve such understanding of English and such knowledge and understanding of the history and government of the United States. You can obtain further information about available courses by contacting your local INS legalization or district office.

VI. Forms

- I-698—Application to Adjust Status from Temporary to Permanent Resident
- I-690—Application for Waiver of Grounds of Excludability

VII. Information of Interest to Permanent Residents

Alien Registration Card—Proof of Permanent Residence

The alien registration card, Form I-551 is proof of alien registration required by section 264 of the Immigration and Nationality Act. Once you receive your card you should carry it with you at all times. The card is evidence that you are a permanent resident of the United States. It also conveys authorization for employment and allows you to be readmitted to the United States as a permanent resident as long as your absence from the United States is not longer than one year.

Replacement of an Alien Registration Card

If you change your name or your alien registration card (I-551) is lost, stolen, or damaged, after you become a permanent resident, you should apply for a new card on Form I-90, Application by Lawful Permanent Resident for New Alien Registration Receipt Card. If you are under the age of fourteen when you receive your alien registration card please submit an I-90 application for a new card when you are fourteen years old. An I-90 application can be obtained at an INS office.

Travel Outside the United States

Once you become a permanent resident alien you can travel, using your I-551 card, outside the United States and be readmitted as a permanent resident provided you do not remain outside the United States longer than one year. If for some reason you must remain outside the United States for longer than one year, you should apply for a reentry permit at the nearest Service office before you leave the United States.

Permit to Reenter the United States

If you must remain outside of the United States for longer than one year, after you become a permanent resident, a reentry permit should be obtained at an INS office, *other than a legalization office*. A reentry permit will preserve your permanent resident status. Reentry permits are also useful if you cannot be issued a passport, since many countries will permit your entry and issue visas in a reentry permit.

I-90. Application by Lawful Permanent Resident for New Alien Registration Receipt Card

I-131. Application for Issuance of Permit to Reenter the United States

Permanent resident aliens are authorized to be lawfully employed in the United States. If you do not have a Social Security Card one should be obtained by applying at a Social Security Office. Social Security Cards reflect Social Security account numbers which are needed for many purposes including employment.

Once you become a permanent resident alien you can petition for your spouse or unmarried sons or daughters to come to the United States as immigrants. Form I-130, Petition for Alien Relative, is used for this purpose and can be obtained at an INS office.

In general, five years of residency, after you have become a permanent resident, is required before you can apply for naturalization to become an American citizen. The Service recognizes that this is an important and deeply personal decision and hopes all permanent residents will strongly consider petitioning for naturalization. Form N-400, application to file petition for naturalization, can be obtained from an INS office.

I-130. Petition for Alien Relative

N-400. Application to File Petition for Naturalization

APPENDIX A INS LEGALIZATION OFFICES

U.S. Immigration and Naturalization Service DIRECTORY OF LEGALIZATION OFFICES

ALASKA

Michael Building
620 E. 10th Avenue
Suite 10
Anchorage, AK 99510

ARIZONA

3420 So. 7th Street
Phoenix, AZ 85040

1325 West 16th Street
Yuma, AZ 85364

CALIFORNIA

1011 17th Street
Bakersfield, CA 93301

9858 Artesia Boulevard
Bellflower, CA 90706

7342 Orangethorpe Avenue
Buena Park, CA 90621

1627 West Main Street
El Centro, CA 92243

9660 Flair Drive
El Monte, CA 91731

463 North Midway Drive
Escondido, CA 92027

1649 Van Ness Avenue
Fresno, CA 93721

Greenbriar Plaza
12912 Brookhurst Boulevard
Garden Grove, CA 92640

555 Redondo Beach Boulevard
Gardena, CA 90248

6022 Santa Fe Avenue
Huntington Park, CA 90255

83-558 Avenue, Suite B
Indio, CA 92201

300 N. Los Angeles Street
Los Angeles, CA 90012

1671 Wilshire Boulevard
Los Angeles, CA 90017

1241 So. Soto Street
Los Angeles, CA 90022

11307 Vanowen Street
North Hollywood, CA 91605
400 S. "A" Street
Oxnard, CA 93030

960 East Holt Avenue
Pomona, CA 91767

1401 Gold Street
Redding, CA 96001

1285 Columbia Avenue
Riverside, CA 92507
3041 65th Street
Sacramento, CA 95820-9000

947 Bianco Circle
Salinas, CA 93901

3247 Mission Village Drive
San Diego, CA 92123

Appraisers Building
630 Sansome Street
San Francisco, CA 94111

1727 Mission Street
San Francisco, CA 94103-2417

1040 Commercial Street
San Jose, CA 95112

1901 S. Ritchey Street
Santa Ana, CA 92705

1575 Thru 1577
Suite 15
Stowell Center Plaza
Santa Maria, CA 92705

16921 Parthenia Street
Sepulveda, CA 91343

7475 Murray Drive
Stockton, CA 95210

COLORADO

Albrook Center
4730 Paris Street
Denver, CO 80239

FLORIDA

Jackson Building
601 S. Andrews Avenue
Fort Lauderdale, FL 33301

Palm Springs Mile Mall
500 W. 49th Street
Hialeah, FL 33012

Post Office Building
311 W. Monroe St., Rm. 227
P.O. Box 4608
Jacksonville, FL 32202

Rotunda Plaza
18922 S. Dixie Highway
Miami, FL 33157

North Lake Business Park
2900 Southwest Third Terrace
Okkechobee, FL 33974

Corporate Square, Suite 625
7402 N. 56th Street
Tampa, FL 33617

GEORGIA

1395 Columbia Drive
Suite A-10
Decatur, GA 30032

GUAM

Pacific News Building
238 O'Hara Street
Agana, GU 96910

IDAHO

Stout Building II
1828 Airport Way
Boise, ID 83705

Exchange Plaza Building
1820 E. 17th Street
Idaho Falls, ID 83401

ILLINOIS

Farmsworth Center for Business
1050 Corporate Boulevard
Aurora, IL 60504

3119 North Pulaski
Chicago, IL 60641

Crown Oaks Midwest
Ground Floor
1700 W. 119th Street
Chicago, IL 60643

Forest Park Mall—Lower Level
7600 West Roosevelt Road
Forest Park, IL 60130

INDIANA

U.S. Courthouse, Rm. 124
46 E. Ohio Street
Indianapolis, IN 46204

IOWA

2720 W. Locust Street
Suite 14
Davenport, IA 52804

LOUISIANA

Postal Service Building
701 Loyola Avenue
New Orleans, LA 70113

MAINE

156 Federal Street
Portland, ME 04101

MARYLAND

U.S. Appraisers Stores
103 S. Gay Street
2nd Floor
Baltimore, MD 21202

MASSACHUSETTS

600 Washington Street
Boston, MA 02111

MICHIGAN

333 Mt. Elliott Street
Detroit, MI 48207

MINNESOTA

Alpha Business Center
2700 East 82nd Street
Bloomington, MN 55420

MISSOURI

210 North Tucker Boulevard
Room 100
St. Louis, MO 63101

MONTANA

Professional Plaza Building
900 North Montana
Helena, MT 59601

NEBRASKA

Federal Building, Rm. 1008
106 South 15th Street
Omaha, NE 68102

NEW JERSEY

30 North 5th Street
Camden, NJ 08101

APPENDIX A (Con't)

Franklin Mill Office Center
22 Mills Street
Paterson, NJ 07501

NEW MEXICO
1900 Bridge Boulevard, S.W.
Albuquerque, NM 87105

NEW YORK
Ansonia Center
712 Main Street at Tupper
Buffalo, NY 14202

VA Federal Building
201 West 24th Street, 3rd Floor
New York, NY 10001

344 West Genesee
Syracuse, NY 13202

NEVADA
3085 So. Valley View Blvd.
Las Vegas, NV 89102

350 S. Rock Blvd., Unit "B"
Reno, NV 89502

NORTH CAROLINA
Highland Park Commerce Ctr.
810 Tyvola Road, Suite 132
Charlotte, NC 28217

OHIO
100 E. Eighth Street
Cincinnati, OH 45202

Anthony J. Celebrezze Federal
Building
1240 E. Ninth Street
Cleveland, OH 44199

OKLAHOMA
West Park Business Center
4149 Highline Boulevard
Suite 300
Oklahoma City, OK 73108

OREGON
AT&T Building
202 S.E. Dorion Street
Pendleton, OR 97801

Federal Building
511 N.W. Broadway
Portland, OR 97209

PENNSYLVANIA
Fair Acres Center
Route 352
Lima, PA 19037

Moorehead Federal Building
1000 Liberty Avenue
Third Floor—Room 314
Pittsburgh, PA 15222

PUERTO RICO
1609 Ponce De Leon
Sanjurjo, PR 00908

TENNESSEE
814 Federal Building
167 North Main Street
Memphis, TN 38103

TEXAS
2001 E. Division
Arlington, TX 76011

2800 South Interstate 25
Suite 115
Austin, TX 78704

Commerce 2
4410 Dillon Lane
Corpus Christi, TX 78415

7028 Alameda Avenue
Lakeside Shopping Center
El Paso, TX 79915

603 Ed Carey Drive
Harlingen, TX 78550

2974 Fulton
Houston, TX 77009
2331 Saunders Plaza
Laredo, TX 78043

1940 Avenue G
Lubbock, TX 79404

Alta Vista Retail Center
1007 Poteet Jourdanton Freeway
San Antonio, TX 78224

UTAH
2990 South Main Street
Salt Lake City, UT 84115

VERMONT
Federal Building
P.O. Box 328
St. Albans, VT 05478

VIRGINIA
1521 N. Danville Street
1st Floor
Arlington, VA 22201

WASHINGTON
815 Airport Way South
Seattle, WA 98134

Franklin Building
1139 Princeton Street
Wenatchee, WA 98801

INS Building
315 North Fifth Avenue
Yakima, WA 98902

WISCONSIN
Federal Building
517 E. Wisconsin Avenue
Milwaukee, WI 53202

APPENDIX B LIST OF INS DISTRICT OFFICES

How to Obtain More Information If you have questions after reviewing this Handbook, you may obtain information from one of the following local INS offices.

ALABAMA

77 Forth Sight Street, S.W.
Room G-85
Atlanta, GA 30303

ALASKA

701 "C" Street, Room D-229
Anchorage, AK 99513

ARIZONA

230 North First Avenue
Phoenix, AZ 85025

ARKANSAS

701 Loyola Avenue
Room T-8005
New Orleans, LA 70113

CALIFORNIA

300 North Los Angeles Street
Los Angeles, CA 90012

880 Front Street
San Diego, CA 92188

630 Sansome Street
San Francisco, CA 94111

COLORADO

1787 Federal Building
1961 Stout Street
Denver, CO 80294

CONNECTICUT

JFK Federal Building
Government Center
Boston, MA 02203

DELAWARE

601 Market Street
Room 1321, U.S. Courthouse
Philadelphia, PA 19106

DISTRICT OF COLUMBIA

4420 North Fairfax Drive
Arlington, VA 22203

FLORIDA

7880 Biscayne Boulevard
Miami, FL 33138

GEORGIA

77 Forth Sight Street, S.W.
Room G-85
Atlanta, GA 30303

GUAM

595 Ala Moana Boulevard
Honolulu, HI 96813

HAWAII

595 Ala Moana Boulevard
Honolulu, HI 96813

IDAHO

Federal Building, Room 512
310 South Park, Drawer 10036
Helena, MT 59626-0036

ILLINOIS

219 South Dearborn Street
Chicago, IL 60604

INDIANA

219 South Dearborn Street
Chicago, IL 60604

IOWA

Federal Building, Room 1008
106 South 15th Street
Omaha, NE 68102

KANSAS

9747 North Conant Avenue
Kansas City, MO 64153

KENTUCKY

701 Loyola Avenue
Room T-8005
New Orleans, LA 70113

LOUISIANA

701 Loyola Avenue
Room T-8005
New Orleans, LA 70113

MAINE

739 Warren Avenue
Portland, ME 04101

MARYLAND

101 West Lombard Street
Baltimore, MD 21201

MASSACHUSETTS

JFK Federal Building
Government Center
Boston, MA 02203

MICHIGAN

333 Mount Elliott Street
Detroit, MI 48207

MINNESOTA

180 E. Kellogg Boulevard
St. Paul, MN 55101

MISSISSIPPI

701 Loyola Avenue
Room T-8005
New Orleans, LA 70113

MISSOURI

9747 North Conant Avenue
Kansas City, MO 64153

MONTANA

Federal Building, Room 512
310 South Park, Drawer 10036
Helena, MT 59626-0036

NEBRASKA

Federal Building, Room 1008
106 South 15th Street
Omaha, NE 68102

NEVADA

230 North First Avenue
Phoenix, AZ 85025

NEW HAMPSHIRE

JFK Federal Building
Government Center
Boston, MA 02203

NEW JERSEY

970 Broad Street
Newark, NJ 07102

NEW MEXICO

700 East San Antonio
Room B-214
El Paso, TX 79901

NEW YORK

68 Court Street
Buffalo, NY 14202

NEW YORK

26 Federal Plaza
New York, NY 10278

NORTH CAROLINA

77 Forth Sight Street, S.W.
Room G-85
Atlanta, GA 30303

NORTH DAKOTA

180 E. Kellogg Boulevard
St. Paul, MN 55101

OHIO

1240 East 9th Street, Rm.
1917
Cleveland, OH 44199

OKLAHOMA

Federal Building, Room 6A 21
1100 Commerce Street
Dallas, TX 75242

OREGON

511 N.W. Broadway
Portland, OR 97209

PENNSYLVANIA

601 Market Street
Room 1321, U.S. Courthouse
Philadelphia, PA 19106

PUERTO RICO

GPO Box 5068
San Juan, Puerto Rico 00936

RHODE ISLAND

JFK Federal Building
Government Center
Boston, MA 02203

SOUTH CAROLINA

77 Forth Sight Street, S.W.
Room G-85
Atlanta, GA 30303

SOUTH DAKOTA

180 E. Kellogg Boulevard
St. Paul, MN 55101

TENNESSEE

701 Loyola Avenue
Room T-8005
New Orleans, LA 70113

TEXAS

Federal Building, Room 6A 21
1100 Commerce Street
Dallas, TX 75242

700 East San Antonio
Room B-214
El Paso, TX 79901

2102 Teege Road
Harlingen, TX 78550
509 North Belt
Houston, TX 77060

727 East Durango, Suite A301
San Antonio, TX 78206

APPENDIX B (Con't)

UTAH

1787 Federal Building
1961 Stout Street
Denver, CO 80294

VERMONT

739 Warren Avenue
Portland, ME 04101

VIRGINIA

4420 North Fairfax Drive
Arlington, VA 22203

VIRGIN ISLANDS

GPO Box 5068
San Juan, Puerto Rico 00936

WASHINGTON

815 Airport Way South
Seattle, WA 98134

WEST VIRGINIA

601 Market Street
Room 1321, U.S. Courthouse
Philadelphia, PA 19106

WISCONSIN

219 South Dearborn Street
Chicago, IL 60604

WYOMING

1787 Federal Building
1961 Stout Street
Denver, CO 80294

BORDER PATROL HEADQUARTERS

ARIZONA

1970 West Ajo Way
Tucson, AZ 85713

350 First Street

P.O. Box 2708
Yuma, AZ 85364

CALIFORNIA

6102 9th Street
Dublin, CA 94568

1111 North Imperial Avenue
P.O. Box 60
El Centro, CA 92244

3752 Beyer Boulevard
P.O. Box 73022
San Ysidro, CA 92073-9022

FLORIDA

7201 Pembroke Road
Pembroke Pines, FL 33024

LOUISIANA

3819 Patterson Drive
P.O. Box 6218
New Orleans, LA 70174

MAINE

P.O. Box 706, Route 1
Houlton, ME 04730

MICHIGAN

P.O. Box 32639
Detroit, MI 48232

MONTANA

P.O. Box 112
Beaver Creek Road
Havre, MT 59501

NEW YORK

231 Grand Island Boulevard
Tonawanda, NY 14150

NORTH DAKOTA

P.O. Box 1657
2320 South Washington Street
Grand Forks, ND 58201

PUERTO RICO

Box 467 Ramey
Aguadilla, PR 00604

TEXAS

P.O. Box 2020
Hudson Drive
Del Rio, TX 78841-2020

8901 Montana Avenue

P.O. Box 9578
El Paso, TX 79986

207 West Del Mar Boulevard
Laredo, TX 78041

Madrid Street
P.O. Box 1
Marfa, TX 79843

2301 South Main Street
McAllen, TX 78501

VERMONT

P.O. Box 705
Grand Avenue
Swanton, VT 05488

WASHINGTON

1590 H Street
P.O. Drawer "V"
Blaine, WA 98230

10710 Newport Highway #6
P.O. Box 18930,
Rosewood Branch
Spokane, WA 99208

For more information
Call this toll-free number:

1-800-777-7700

INS QUESTIONS:
SPANISH AND ENGLISH

INS QUESTIONS AND ANSWERS

1. What are the colors of our flag?
(Red, White, and Blue)
2. How many stars are there in our flag?
(50)
3. What color are the stars on our flag?
(White)
4. What do the stars on the flag mean?
(One for each state in the union)
5. How many stripes are there in the flag?
(13)
6. What color are the stripes?
(Red and White)
7. What do the stripes on the flag mean?
(They represent the original 13 states)
8. How many states are there in the union?
(50)
9. What is the 4th of July?
(Independence Day)
10. What is the date of Independence Day?
(July 4th)
11. Independence from whom?
(England)
12. What country did we fight during the Revolutionary War?
(England)
13. Who was the first President of the United States?
(George Washington)
14. Who is the President of the United States today?
(George Bush)
15. Who is the Vice-President of the United States today?
(Dan Quayle)
16. Who elects the President of the United States?
(The electoral college)
17. Who becomes President of the United States if the President should die?
(Vice-President)
18. For how long do we elect the President?
(four years)

19. What is the Constitution?
(The supreme law of the land)
20. Can the Constitution be changed?
(Yes)
21. What do we call a change in the Constitution?
(Amendments)
22. How many changes or amendments are there to the Constitution?
(26)
23. How many branches are there in our government?
(3)
24. What are the three branches of our government?
(Legislative, Executive, and Judicial)
25. What is the Legislative branch of our government?
(Congress)
26. Who makes the laws in the United States?
(Congress)
27. What is Congress?
(The Senate and the House of Representatives)
28. What are the duties of Congress?
(To make laws)
29. Who elects Congress?
(The people)
30. How many Senators are there in Congress?
(100)
31. Can you name the two Senators from your state?
(Jeff Bingaman and Pete Domenici)
32. For how long do we elect each Senator?
(6 years)
33. How many Representatives are there in Congress?
(435)
34. For how long do we elect the Representatives?
(2 years)
35. What is the Executive branch of our government?
(The President, cabinet, and departments under the cabinet members)

36. What is the judicial branch of our government?
(The Supreme Court)
37. What are the duties of the Supreme Court?
(To interpret laws)
38. What is the supreme law of the United States?
(The Constitution)
39. What is the Bill of Rights?
(The first 10 amendments of the Constitution)
40. What is the capital of your state?
(Santa Fe)
41. Who is the current Governor of your state?
(Garrey Carruthers)
42. Who becomes President of the United States if the President and the Vice-President should die?
(Speaker of the House of Representatives)
43. Who is the Chief Justice of the Supreme Court?
(William Rehnquist)
44. Can you name the thirteen original states?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland.)
45. Who said, "Give me liberty or give me death."?
(Patrick Henry)
46. Which countries were our enemies during World War II?
(Germany, Italy, and Japan)
47. What are the 49th and 50th states of the Union?
(Alaska and Hawaii)
48. How many terms can a President serve?
(2)
49. Who was Martin Luther King, Jr.?
(a civil rights leader)
50. Who is the head of your local government?
(Ken Schultz)
51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of those three requirements.
(Must be a natural born citizen of the United States. Must be at least 35 years old by the time he/she will serve. Must have lived in the United States for at least 14 years.)

52. Why are there 100 Senators in the Senate?
(2 from each state)
53. Who selects the Supreme Court justices?
(Appointed by the President)
54. How many Supreme Court justices are there?
(9)
55. Why did the Pilgrims come to America?
(For religious freedom)
56. What is the head executive of a state government called?
(Governor)
57. What is the head executive of a city government called?
(Mayor)
58. What holiday was celebrated for the first time by the American colonists?
(Thanksgiving)
59. Who was the main writer of the Declaration of Independence?
(Thomas Jefferson)
60. When was the Declaration of Independence adopted?
(July 4, 1776)
61. What is the basic belief of the Declaration of Independence?
(That all men are created equal)
62. What is the national anthem of the United States?
(The Star-Spangled Banner)
63. Who wrote the Star-Spangled Banner?
(Francis Scott Key)
64. Where does freedom of speech come from?
(The Bill of Rights)
65. What is the minimum voting age in the United States?
(18)
66. Who signs bills into law?
(The President)
67. What is the highest court in the United States?
(The Supreme Court)
68. Who was President during the Civil War?
(Abraham Lincoln)

69. What did the Emancipation Proclamation do?
(Freed many slaves)
70. What special group advises the President?
(The Cabinet)
71. Which President is called the "Father of our Country"?
(George Washington)
72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
(Form N-400, "Application to File Petition for Naturalization")
73. Who helped the Pilgrims in America?
(The American Indians/Native Americans))
74. What is the name of the ship that brought the Pilgrims to America?
(The Mayflower)
75. What were the 13 original states of the U.S. called?
(Colonies)
76. Name 3 rights or freedoms guaranteed by the Bill of Rights.
- (1. The right of freedom of speech, press, religion, peaceable assembly and requesting change of government.
 2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
 3. The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.
 4. The government may not search or take a person's property without a warrant.
 5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
 6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
 7. The right to trial by jury in most cases.
 8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
 9. The people have rights other than those mentioned in the Constitution.
 10. Any power not given to the federal government by the Constitution is a power of either the state or the people.)

77. Who has the power to declare war?
(The Congress)
78. What kind of government does the United States have?
(Republic)
79. Which President freed the slaves?
(Abraham Lincoln)
80. In what year was the Constitution written?
(1787)
81. What are the first 10 amendments to the Constitution called?
(The Bill of Rights)
82. Name one purpose of the United Nations.
(For countries to discuss and try to resolve world problems; to provide economic aid to many countries)
83. Where does Congress meet?
(In the Capitol in Washington, D.C.)
84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
(Everyone/citizens and non-citizens living in the U.S.)
85. What is the introduction to the Constitution called?
(The Preamble)
86. Name one benefit of being a citizen of the United States.
(Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live)
87. What is the most important right granted to U.S. citizens?
(The right to vote)
88. What is the United States Capitol?
(The place where Congress meets)
89. What is the White House?
(The President's official home)
90. Where is the White House located?
(Washington, D.C. 1600 Pennsylvania Avenue, N.W.)
91. What is the name of the President's official home?
(The White House)
92. Name one right guaranteed by the first amendment.
(Freedom of: speech, press, religion, peaceable assembly, and, requesting change of the government)

93. Who is the Commander in Chief of the U.S. military?
(The President)
94. Which President was the first Commander in Chief of the U.S. military?
(George Washington)
95. In what month do we vote for the President?
(November)
96. In what month is the new President inaugurated?
(January)
97. How many times may a Senator be re-elected?
(There is no limit)
98. How many times may a Congressman be re-elected?
(There is no limit)
99. What are the 2 major political parties in the U.S. today?
(Democratic and Republican)
100. How many states are there in the United States?
(50)

1. ¿Cuáles son los colores de nuestra bandera?
(Rojo, blanco y azul)
2. ¿Cuántas estrellas hay en nuestra bandera?
(50)
3. ¿De qué color son las estrellas de nuestra bandera?
(Blancas)
4. ¿Qué significado tienen las estrellas de la bandera?
(Una por cada estado de los Estados Unidos)
5. ¿Cuántas franjas hay en la bandera?
(13)
6. ¿De qué color son las franjas?
(Rojo y blanco)
7. ¿Qué significado tienen las franjas de la bandera?
(Representan los 13 primeros estados)
8. ¿Cuántos estados tienen los Estados Unidos?
(50)
9. ¿Qué representa el 4 de Julio?
(El día de la Independencia)
10. ¿Cuál es el Día de la Independencia?
(El 4 de Julio)
11. ¿Independencia de quién?
(Inglaterra)
12. ¿Con qué país peleamos durante la Revolución?
(Inglaterra)
13. ¿Quién fué el primer presidente de los Estados Unidos?
(George Washington)
14. ¿Cuál es el actual presidente de los Estados Unidos?
(George Bush)
15. ¿Quién es el actual Vice Presidente de los Estados Unidos?
(Dan Quayle)
16. ¿Quién elige al Presidente de los Estados Unidos?
(El colegio electoral)
17. ¿Quién sería Presidente de los Estados Unidos si el Presidente muriera?
(El Vice Presidente)

18. ¿Por cuanto tiempo se elige al Presidente?
(Por 4 años)
19. ¿Qué es la Constitución?
(La ley suprema del país)
20. ¿Puede cambiarse la Constitución?
(Si)
21. ¿Como se llaman los cambios que se hacen a la Constitución?
(Enmiendas)
22. ¿Cuántas enmiendas o cambios se han hecho a la Constitución?
(26)
23. ¿Cuántas ramas existen en nuestro gobierno?
(3)
24. ¿Cuáles son los tres poderes de nuestro gobierno?
(Legislativo, Ejecutiva y Judicial)
25. ¿Cuál es el poder legislativo de nuestro gobierno?
(El Congreso)
26. ¿Quién hace las leyes en los Estados Unidos?
(El Congreso)
27. ¿Qué es el Congreso?
(El Senado y la Cámara de Representantes)
28. ¿Cuáles son los deberes del Congreso?
(Hacer las leyes)
29. ¿Quién elige al Congreso?
(Ciudadanos de 18 años y mas)
30. ¿Cuántos Senadores hay en el Congreso?
(100)
31. ¿Puede Ud. nombrar a dos Senadores de su Estado?
(Jef Bingaman y Pete Domenici)
32. ¿Por cuánto tiempo se elige a cada Senador?
(Por 6 años)
33. ¿Cuántos Representantes hay en el Congreso?
(435)
34. ¿Por cuánto tiempo se eligen a los Representantes?
(Por 2 años)

35. ¿Cuál es el poder Ejecutivo de nuestro gobierno?
(El Presidente, el gabinete, los departamentos de cada Ministerio y el Vice Presidente)
36. ¿Cuál es el poder Judicial de nuestro gobierno?
(La Corte Suprema)
37. ¿Cuáles son los deberes de la Corte Suprema?
(Interpretar las leyes)
38. ¿Cuál es la ley suprema de los Estados Unidos?
(La Constitución)
39. ¿Qué es la Carta o Declaracion de Derechos?
(Las diez primeras enmiendas de la Constitución.)
40. ¿Cuál es la capital de su estado?
(Santa Fe)
41. ¿Quién es el actual gobernador de su estado?
(Garrey Carruthers)
42. ¿Quién sería el presidente de los Estados Unidos si Presidente y el Vice Presidente murieran? (El Presidente de la Cámara de Representantes) ("Speaker")
43. ¿Quién es el Presidente de la Corte Suprema?
(El "Jefe" de los Jueces) (William Rehnquist)
44. ¿Puede Ud. nombrar los primeros 13 estados?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island y Maryland)
45. ¿Quién dijo, "Me dan la libertad o me dan la muerte?"
(Patrick Henry)
46. ¿Cuáles países eran nuestros enemigos durante la Segunda Guerra Mundial?
(Alemania, Italia, Japón)
47. ¿Cuáles son los estados numero 49 y 50 de la Estados Unidos?
(Alaska y Hawaii)
48. ¿Por cuántos períodos puede el Presidente prestar servicios?
(Por 2 términos)
49. ¿Quién era Martin Luther King, Jr.?
(Un líder de los derechos civiles)
50. ¿Quién es el jefe de su gobierno local?
(Ken Schulz)

51. De acuerdo con la Constitución, una persona debe cumplir ciertos requisitos para ser Presidente. Nombre uno de esos tres requisitos.
(Debe ser ciudadano nacido en los Estados Unidos. Debe tener a lo menos 35 años de edad en el momento de asumir el cargo. Debe haber vivido en los Estados Unidos durante un mínimo de 14 años.)
52. ¿Por qué hay 100 senadores en el Senado?
(Dos/2 por cada estado)
53. ¿Quién elige a los jueces de la Corte Suprema?
(Son designados por el Presidente)
54. ¿Cuántos son los jueces de la Corte Suprema?
(Nueve/9)
55. ¿Por qué vinieron los peregrinos a América?
(En busca de libertad religiosa)
56. ¿Cómo se llama el jefe ejecutivo del gobierno estatal?
(Gobernador)
57. ¿Cómo se llama el jefe ejecutivo del gobierno de la ciudad?
(Alcalde)
58. ¿Qué fiesta celebraron por primera vez los colonizadores americanos?
(El Día Acción de Gracias)
59. ¿Quién fue el principal autor de la Declaración de la Independencia?
(Thomas Jefferson)
60. ¿Cuándo se proclamó la Declaración de la Independencia?
(El 4 de Julio de 1776)
61. ¿Cuál es el principio básico de la Declaración de la Independencia?
(Que todos los hombres son iguales)
62. ¿Cuál es el himno nacional de los Estados Unidos?
(The Star-Spangled Banner)
63. ¿Quién escribió "The Star-Spangled Banner"?
(Francis Scott Key)
64. ¿Cuál es el origen de la libertad de expresión?
(La Carta o Declaración de Derechos)
65. ¿Cuál es la edad mínima para tener derecho a voto?
(Dieciocho/18)

66. ¿Quién firma el cambio de un proyecto de ley en ley?
(El Presidente)
67. ¿Cuál es la corte principal de los Estados Unidos?
(La Corte Suprema)
68. ¿Quién era el Presidente durante la Guerra Civil?
(Abraham Lincoln)
69. ¿Qué se logró con la Proclamación de la Emancipación?
(Liberar a muchos esclavos)
70. ¿Qué grupo especial aconseja al Presidente?
(El Gabinete)
71. ¿A qué Presidente se le llama el "Padre de nuestro País"?
(George Washington)
72. ¿Qué formulario del Servicio de Inmigración y Naturalización se usa para postular a la ciudadanía?
(El formulario N-400, "Solicitud para presentar petición de ciudadanía")
73. ¿Quiénes ayudaron a los peregrinos en América?
(Los Indios Americanos/Americanos nativos)
74. ¿Cuál es el nombre del barco que trajo a los peregrinos a América?
(Mayflower)
75. ¿Cómo se llamaban los trece primeros estados de los Estados Unidos?
(Colonias)
76. Nombre tres derechos o libertades que la Carta o Declaración de Derechos garantiza.
(1. La libertad de derecho de expresión, de prensa, de religión, de reunirse en forma pacífica y de pedir cambio de gobierno.
2. El derecho a tener armas/el derecho a tener armas o poseer un revólver, ajustándose a ciertos reglamentos.
3. El gobierno no puede acuartelar u hospedar soldados en los hogares de las personas durante tiempo de paz sin el consentimiento de las personas.
4. El gobierno no puede inspeccionar o entrar en la propiedad de una persona sin una orden.
5. Una persona no puede ser sometida a juicio dos veces por el mismo crimen y no tiene que dar testimonio en contra de sí mismo.
6. Una persona culpada de un crimen aún tiene ciertos derechos, como el derecho a ser sometido a juicio o a tener un abogado.
7. El derecho a ser juzgado por un tribunal en mayoría de los casos.
8. Protección a las personas en contra de multas excesivas y no razonables o castigo cruel y poco común.
9. Las personas tienen otros derechos además de los mencionados en la Constitución.
10. Cualquier poder no otorgado al gobierno federal por la Constitución es un poder del estado o de las personas.)

77. ¿Quién tiene el poder de declarar una guerra?
(El Congreso)
78. ¿Qué clase de gobierno tienen los Estados Unidos?
(Es una república)
79. ¿Qué Presidente liberó a los esclavos?
(Abraham Lincoln)
80. ¿En qué año se escribió la Constitución?
(1787)
81. ¿Cómo se llaman las primeras diez enmiendas a la Constitución?
(Carta o Declaración de los Derechos)
82. Nombre un propósito de las Naciones Unidas.
(Que los países discutan y traten de resolver los problemas mundiales; entregar ayuda económica a muchos países)
83. ¿Dónde se reúne el Congreso?
(En el Capitolio en Washington, D.C.)
84. ¿Los derechos de quiénes están garantizados por la Constitución y la Carta o Declaración de Derechos?
(De todos los ciudadanos y los no-ciudadanos que viven en los Estados Unidos)
85. ¿Que nombre tiene la introducción a la Constitución?
(El Preámbulo)
86. Nombre un beneficio por el hecho de ser ciudadano de los Estados Unidos.
(Obtener trabajos de gobierno federal; viajar con un pasaporte de los Estados Unidos; solicitar que familiares cercanos vengan a vivir a los Estados Unidos.)
87. ¿Cuál es el derecho más importante otorgado a los ciudadanos de los Estados Unidos?
(El derecho a votar)
88. ¿Qué es el Capitolio de los Estados Unidos?
(El lugar donde se reúne el Congreso)
89. ¿Qué es la Casa Blanca?
(La casa oficial del Presidente)
90. ¿Dónde está la Casa Blanca?
(En Washington, D.C./1600 Pennsylvania Avenue, N.W.)
91. ¿Cuál es el nombre de la casa oficial del Presidente?
(La Casa Blanca)

92. Nombre un derecho otorgado por la primera enmienda.
(Libertad de: expresión, prensa, religión, reuniones pacíficas, y solicitar cambio al gobierno)
93. ¿Quién es el Comandante en Jefe del Ejército de los Estados Unidos?
(El Presidente)
94. ¿Quién fue el primer Comandante en Jefe del Ejército de los Estados Unidos?
(George Washington)
95. ¿En qué mes se elige al Presidente?
(Noviembre)
96. ¿En qué mes asume el Presidente?
(Enero)
97. ¿Cuántas veces puede ser reelegido un Senador?
(No hay límites)
98. ¿Cuántas veces puede ser reelegido un representante del Congreso?
(No hay límites)
99. ¿Cuáles son los dos principales partidos políticos de los Estados Unidos en la actualidad?
(Democrático y Republicano)
100. ¿Cuántos estados hay en los Estados Unidos?
(50)

SAMPLE WORKSHEET:
USING THE 100 QUESTIONS

SAMPLE HANDOUT: QUESTIONS 1-5 ON THE LEGISLATIVE BRANCH

THE LEGISLATIVE BRANCH

Social Security Number

1. What is the legislative branch of the United States government?
The legislative branch of the United States government is the Congress.
2. What is the Congress?
The Congress is the United States Senators and the United States Representatives.
3. Who makes the laws in the United States?
The Congress makes the laws in the United States.
4. For how long do we elect a Senator?
We elect a Senator for a term of six years.
5. For how long do we elect a Representative?
We elect a Representative for a term of two years.

(please fold)

LA RAMA LEGISLATIVA

Número de Seguro Social

1. ¿Cuál es la rama legislativa del gobierno de los Estados Unidos?
La rama legislativa del gobierno de los Estados Unidos es el Congreso.
2. ¿Qué es el Congreso?
El Congreso es los Senadores de los Estados Unidos y los Representantes de los Estados Unidos.
3. ¿Quién hace las leyes en los Estados Unidos?
El Congreso hace las leyes en los Estados Unidos.
4. ¿Por cuánto tiempo elegimos a un Senador?
Elegimos a un Senador por un término de seis años.
5. ¿Por cuanto tiempo elegimos a un Representante?
Elegimos a un Representante por un término de dos años.